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Dresser, Paul (2018) The UK PREVENT Programme - Talk Delivered to PGCE Trainees, University of Sunderland. [Teaching Resource] (Unpublished)

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The UK PREVENT Programme

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Structure of Talk

Introduction

Part 1: What is PREVENT?

Part 2: How Does PREVENT Relate to You?

Part 3: Resources

"GAME CHANGING, WORLD CHANGING, LIFE CHANGING"



Part 1

What is PREVENT?

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PREVENT: Definition

PREVENT* – ‘A multi-disciplinary, cross departmental strand of the government’s CONTEST strategy designed to provide a holistic response to the **full** spectrum of **terrorist risks** and threats’ (Innes et al, 2011: 11).

Right, left-wing;
jihadist-inspired; ethno-
nationalist & separatist,
etc

Fluidity of threat; local
autonomy (and risk profiles)
to match threat(s);
Priority/non-priority
PREVENT areas e.g.
Northumbria Police

CONTEST

The UK's counter-terrorism strategy (CONTEST) is made up of:

- ★ **PREVENT** - **'Non-criminal' space**
 - PURSUE - Criminal space; disrupts threats, target hardening
 - PROTECT - Reduces vulnerability to attack; strengthens national border infrastructure
 - PREPARE - Mitigate effects of attack. Rapidly bring attack to an end. Recover from it
- 
- [elements of CONTEST owned by the police]**

PROTECT: Foreign Fighter Flow

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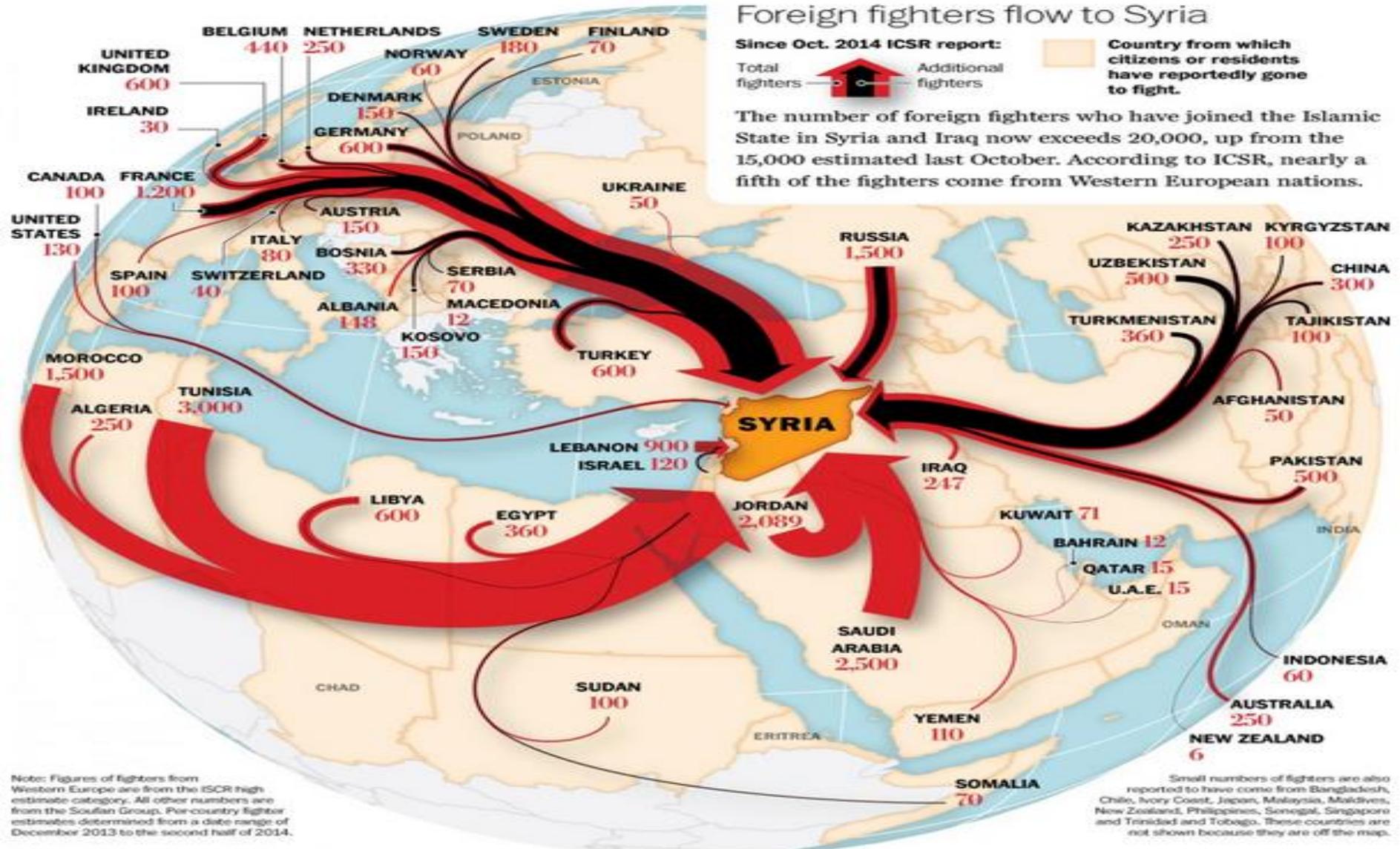
Foreign fighters flow to Syria

Since Oct. 2014 ICSR report:



Country from which citizens or residents have reportedly gone to fight.

The number of foreign fighters who have joined the Islamic State in Syria and Iraq now exceeds 20,000, up from the 15,000 estimated last October. According to ICSR, nearly a fifth of the fighters come from Western European nations.

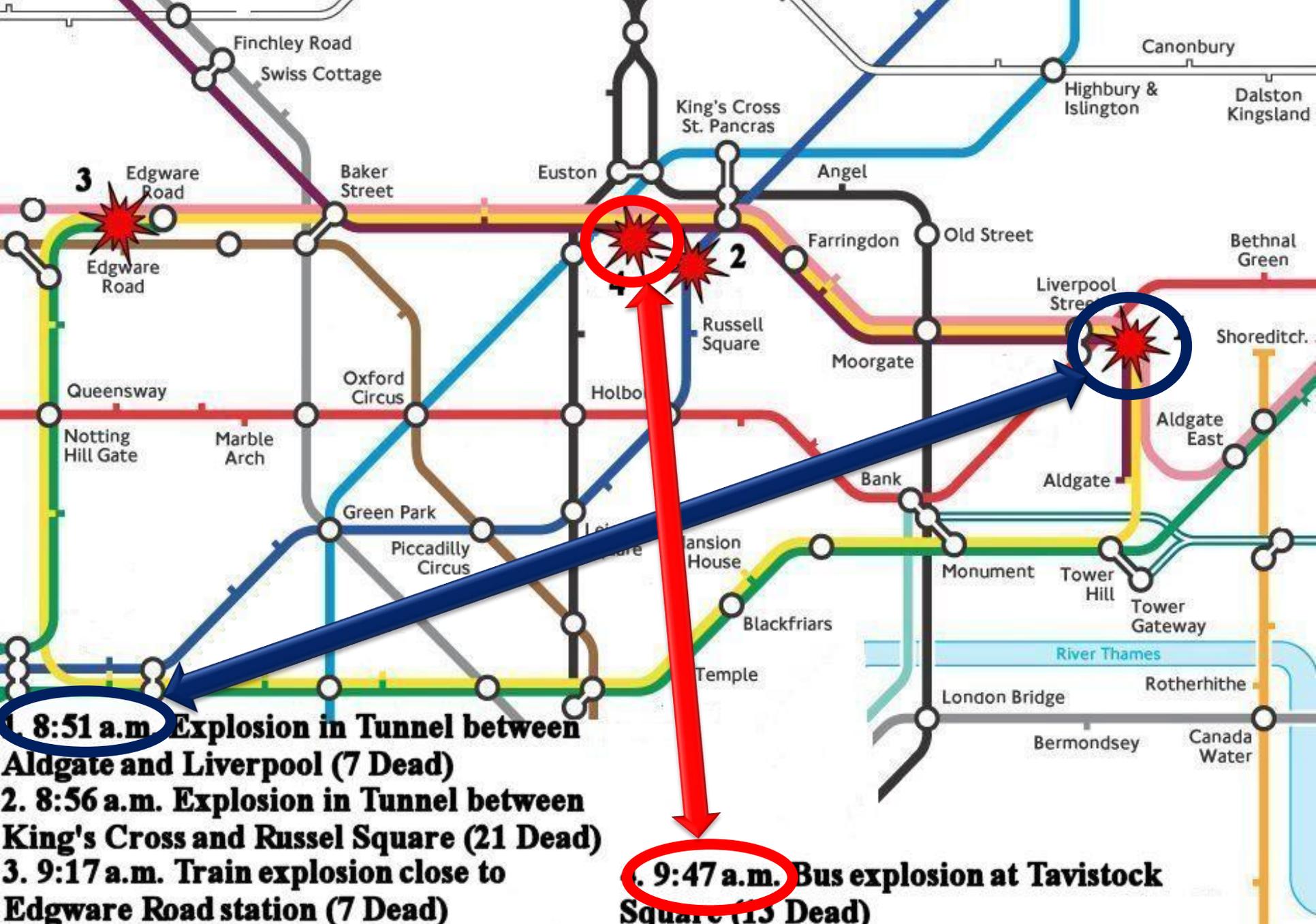


Note: Figures of fighters from Western Europe are from the ICSR high estimate category. All other numbers are from the Soufan Group. Per-country fighter estimates determined from a date range of December 2013 to the second half of 2014.

Small numbers of fighters are also reported to have come from Bangladesh, Chile, Ivory Coast, Japan, Malaysia, Maldives, New Zealand, Philippines, Senegal, Singapore and Trinidad and Tobago. These countries are not shown because they are off the map.



Picture credit: www.times-series.co.uk



- 1. 8:51 a.m. Explosion in Tunnel between Aldgate and Liverpool (7 Dead)**
- 2. 8:56 a.m. Explosion in Tunnel between King's Cross and Russel Square (21 Dead)**
- 3. 9:17 a.m. Train explosion close to Edgware Road station (7 Dead)**

4. 9:47 a.m. Bus explosion at Tavistock Square (15 Dead)

PREVENT

Overarching protectionist approach – community *safeguarding* programme. PREVENT:

1. Identifies vulnerable ('at risk') individuals to extremism and/or radicalisation



2. Provides bespoke intervention (care and support) for individuals considered to have crossed a threshold for radicalisation (through CHANNEL i.e. de-radicalisation). Voluntary (consent required)

A third element:

PREVENT encourages positive social narratives which helps civic and political participation – critical thinking is imperative (Dresser and Kay, 2018)

PREVENT: The 3 I's

Taken as a given CTS
Act (2015)



- **Ideology** – respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- **Individuals** – prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- **Institutions** – work with sectors and institutions where there are risks of radicalisation which we need to address (HM Government, 2011).

"GAME CHANGING, WORLD CHANGING, LIFE CHANGING"

A background image showing the lower legs and feet of several people walking on a sandy beach. The ocean waves are breaking in the background, creating a bright, shimmering effect. The overall scene is captured in a high-key, almost white-out style, with the people appearing as dark silhouettes against the bright background.

Part 2

How Does PREVENT Relate to You?

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Counter-Terrorism and Security Act (2015)

- From 1 July 2015, all schools, registered early years childcare providers and registered later years 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' (HM Government 2016: 2).

"GAME CHANGING, WORLD CHANGING, LIFE CHANGING"

“Due Regard” ... What does this mean?

Due regard i.e. awareness of PREVENT provision*. **Things to consider:**

1. What does your PREVENT policy look like?
2. What support / student engagement do you have?
3. Are you consulting with parents?

***Institutional** and **Individual** provision (see ‘additional slides’)

“GAME CHANGING, WORLD CHANGING, LIFE CHANGING”

Referral Pathway (Process)

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1. Identify risk



Seek advice and support at this stage

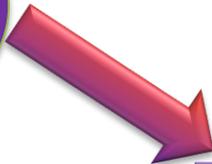
2. Designated Safeguarding Lead



Safeguarding concern identified? (re: PREVENT)



Bespoke intervention

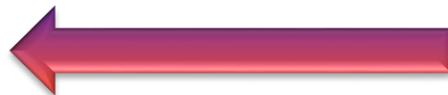


CHANNEL (i.e. de-radicalisation)



Institutional response

4. Local PREVENT CHANNEL Panel



3. Referred to Local Authority

Might go to local PREVENT CHANNEL Panel or alternative



Decisions made in partnership



Assessment of evidence - threshold for anti-radicalisation support crossed?

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PREVENT: The 3 I's

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- ***Ideology*** – respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- ***Individuals*** – prevent people from being drawn into terrorism and ensure that they **are given appropriate advice and support**; and
- ***Institutions*** – work with sectors and institutions where there are risks of radicalisation which we need to address (HM Government, 2011).

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Types of Advice/Support

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- **Mentoring support contact** with suitable adult as a role model or providing person al guidance, including guidance addressing extremism ideologies;
- **Life skills** – work on life skills or social skills generally, such as dealing with peer pressure;
- **Anger management session** – formal or informal work dealing with anger;
- **Cognitive/behavioural contact** – cognitive behavioural therapies and general work;
- **Constructive pursuits** – supervised or managed constructive leisure activities;
- **Education skills contact** – activities focused on education or training;
- **Careers contact** – activities focused on employment;
- **Family support contact** – activities aimed at supporting family and personal relationships, including formal parenting programmes;
- **Health awareness contact** – work aimed at assessing or addressing any physical or mental health issues;
- **Housing support contact** – activities addressing living arrangements, accommodation provision or neighbourhood; and
- **Drugs and alcohol awareness** – substance misuse interventions.

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Freedom of Speech (S. 31 of the CTSA)

- Schools and colleges need to satisfy the need to protect freedom of speech under section 31 of the CTSA (HM Government, 2015) thus adhering to section 43(1) of the Education (No. 2) Act, 1986 (Dresser, forthcoming: 135).
- Higher Education institutions must demonstrate regard to the importance of academic freedom (HM Government, 2015) referred to in section 202(a) of the Education Reform Act, 1988 (Dresser, forthcoming: 135).

PREVENT encourages positive social narratives which helps civic and political participation – critical thinking is imperative (Dresser and Kay, 2018)

CTSA: Section 32(A)

- Section 32(A) of the CTSA allows the Secretary of State to enforce the performance of PREVENT when any specified authority has failed to execute its PREVENT Duty (Dresser, forthcoming: 152)
- Any school and college unable to satisfy the PREVENT(ive) requirements enforced by the Office for Standards in Education may be subject to intervention or find themselves the subject of a termination in funding (Dresser, forthcoming: 152)

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PREVENT Referrals

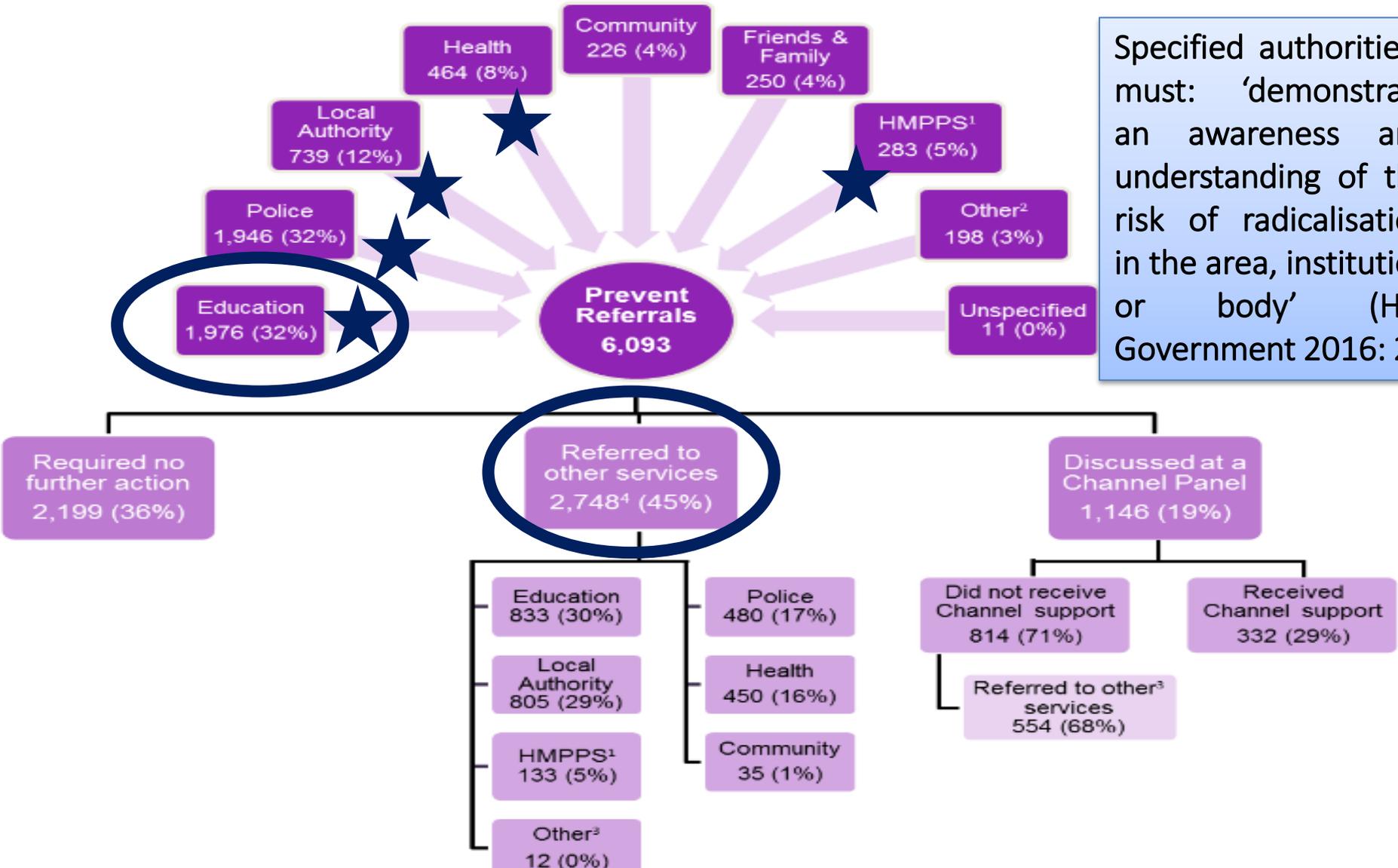
(HM Government, 2018b: 8)

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Specified authorities* must: 'demonstrate an awareness and understanding of the risk of radicalisation in the area, institution or body' (HM Government 2016: 2).



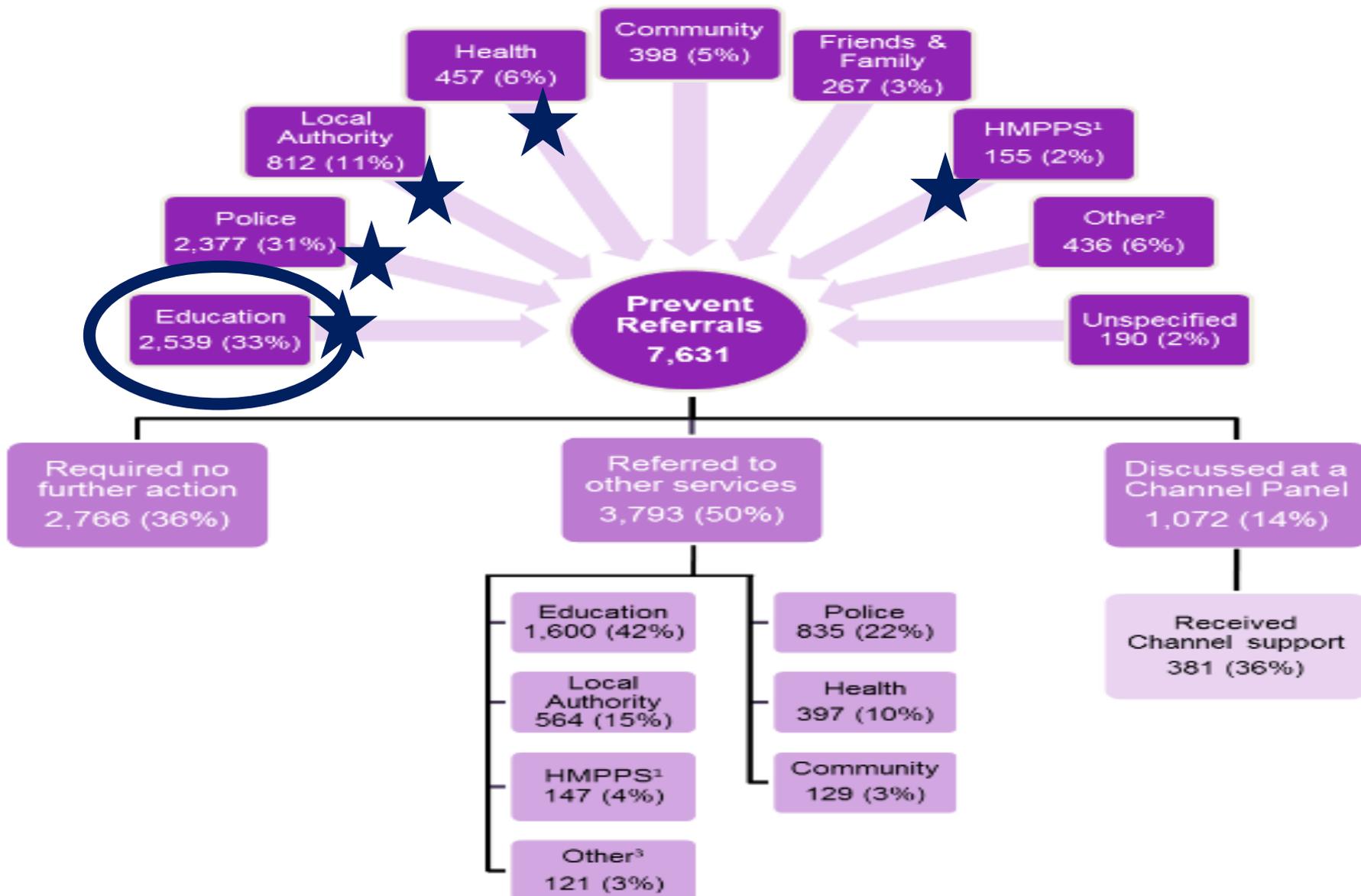
PREVENT Referrals

(HM Government, 2017)

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Age Demographic (Referral)

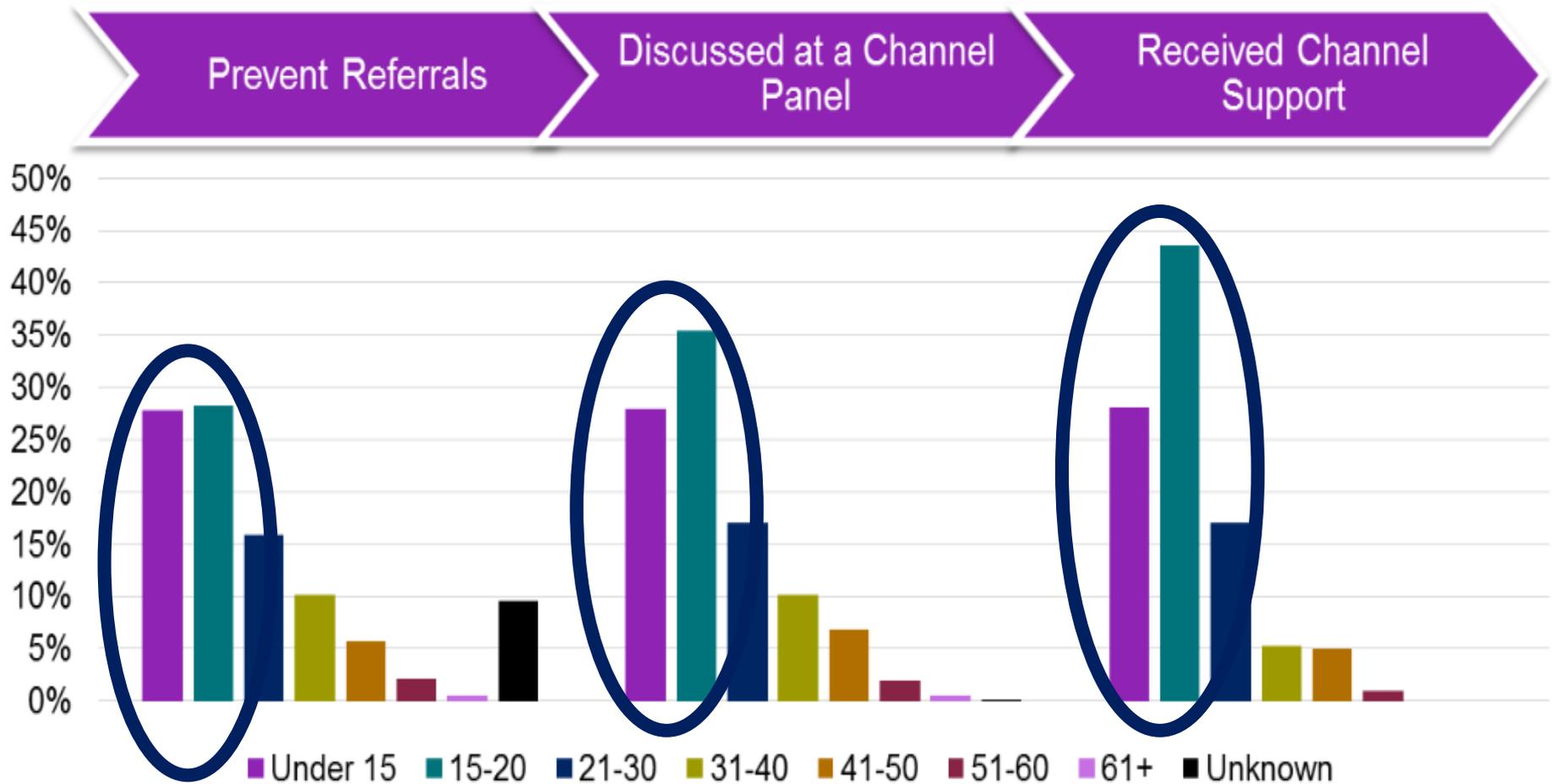
(HM Government, 2017)

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Figure 4.1: Age group of those referred, discussed at a Channel panel and who received Channel support, 2015/16



Regional Distribution

(HM Government, 2017: 12)

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Figure 4.4: Regional distribution of those referred, discussed at a Channel panel and who received Channel support, 2015/16

Region	Prevent Referrals		Discussed at a Channel Panel		Received Channel Support	
	Number	Proportion	Number	Proportion	Number	Proportion
East	717	9%	150	14%	31	8%
East Midlands	555	7%	50	5%	23	6%
London ★	1,915	25%	233	22%	94	25%
North East ★	1,273	17%	287	27%	53	14%
North West	948	12%	89	8%	45	12%
South East	783	10%	81	8%	37	10%
South West	524	7%	45	4%	17	4%
Wales	148	2%	40	4%	31	8%
West Midlands	768	10%	97	9%	50	13%
Total	7,631		1,072		381	



How do I Identify Risk?

Vulnerability Assessment Framework

1. Engagement with a group, cause or ideology

- Susceptibilities, motivations and contextual factors

2. Intent to cause harm

- Individual's mindset

3. Capability to cause harm

- What the individual is actually capable of doing

(HM Government, 2012b)

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I. Engagement with a group, cause or ideology

Engagement factors are sometimes referred to as "psychological hooks". They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

(HM Government, 2012b; see also HM Government, 2012a)



2. *Intent to cause harm*

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- 'Them and Us' thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

(HM Government, 2012b; see also HM Government, 2012a)

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3. *Capability to cause harm*

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment

(HM Government, 2012b; see also HM Government, 2012a)

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No 'one-size-fits-all' Approach

- Under a safeguarding logic, PREVENT abandons linear, 'conveyor belt' factors leading to terrorist involvement (see HM Government, 2018a: 32).  **CONTEST3
(2018)**
- Revised advice from the DfE clearly outlines: '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' (DfE, 2015: 6).
- Professional practitioners are subsequently encouraged to use their '**professional judgement**' in identifying '**at risk**' individuals (DfE, 2015: 6).

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Terrorism: Mythology

- Islamist terrorist violence in the UK increased in 2015/16. **Agree or Disagree?**
- In 2016, in the UK, there were no failed, foiled or completed attacks associated with Jihadist-related violence (Europol, 2017).
- In 2016, '142 failed, foiled and completed attacks across the EU. Over half (76) were in the UK with all of these taking place in Northern Ireland. Furthermore, 99 were carried out by ethno-nationalist and separatist extremists (Europol, 2017).

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Concern: Terrorism Types

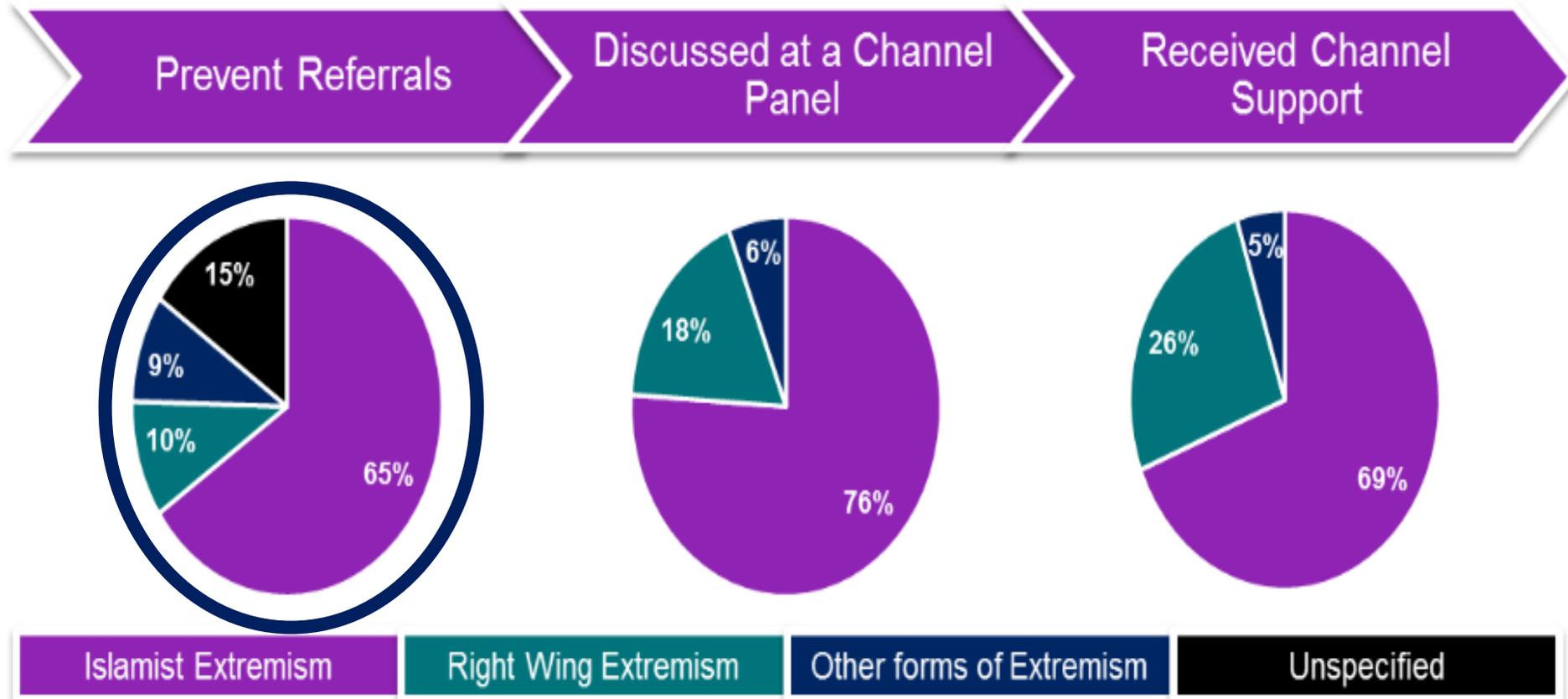
(HM Government, 2017)

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Figure 4.3: Type of concern of those referred, discussed at a Channel panel and who received Channel support, 2015/16



Source: Table [D.03](#), Home Office

Question:

Would you report a pupil for watching
a beheading video?

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- Recent research by Heath-Kelly and Strausz found NHS staff relied on ‘the media for their understandings of terrorism and radicalisation’ (2018: 2).

When asked if they would make a PREVENT query about someone who watched beheading videos, 74% of respondents said “yes”; 21% “didn’t know”; and only 5% said they wouldn’t make a Prevent referral on this basis (Heath-Kelly and Strausz, 2018)

- Beheading videos are not mentioned in PREVENT training, so ‘the association of viewing such videos with radicalisation comes from popular media’ (Heath-Kelly and Strausz, 2018)

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Terrorism: Mythology

- Islamist terrorist violence in the UK increased in 2015/16. **Agree or Disagree?**

Question:

Were you uncomfortable answering this question?

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PREVENT Guidance (S. 29 of the CTSA)

Avoiding the 'chilling effect'...

'Schools should be **safe** spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the **extremism ideas that are part of terrorist ideology**, and **learn how to challenge these ideas**' (HM Government, 2016: 14; S. 29 of CTSA)

1. Students **must** feel safe at school; safe space to discuss
2. Students **must** understand broad context of **all** types of extremism
3. Limiting engagement, conversation and dialogue reduces opportunity for understanding and engagement around complicated discussions

However, be mindful: aim to secure a balanced presentation of political ideas

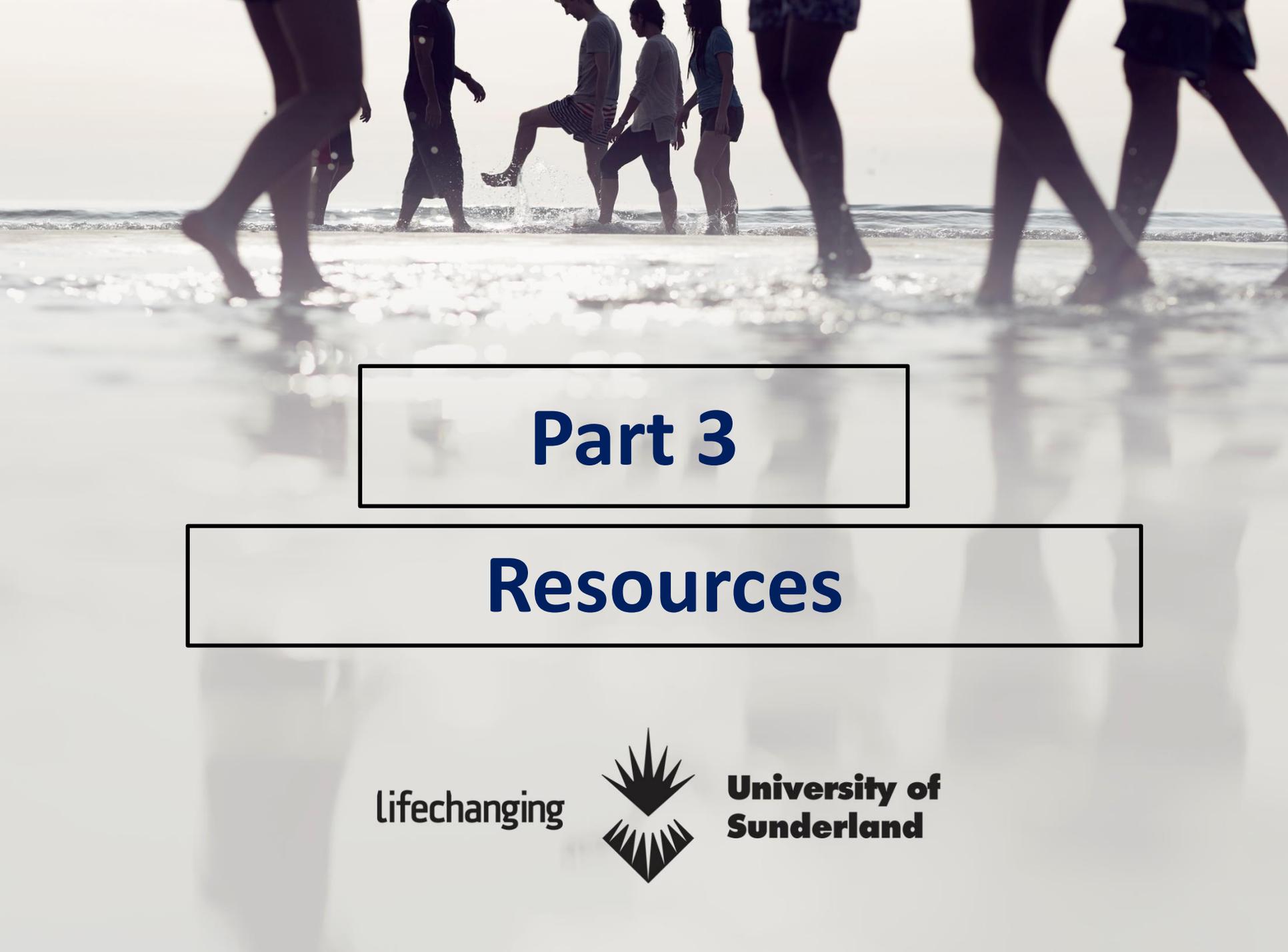
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Reporting Concerns

Educational setting(s):

- **Designated Safeguard Lead – First possible opportunity**
- DfE (Due diligence and counter extremism group) helpline - 020 7340 7264 -
counter.extremism@education.gsi.gov.uk

"GAME CHANGING, WORLD CHANGING, LIFE CHANGING"

A background image showing the lower legs and feet of several people walking on a sandy beach. The scene is backlit by a bright sunset or sunrise, creating a soft, golden glow and long shadows. The water's surface is shimmering with light.

Part 3

Resources

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“British Values”

As part of the CSTA (2015), schools and colleges are statutorily required to actively promote fundamental British values within curriculum content and delivery

- ‘Values of our society’
 - ‘Pluralistic British values’
- CONTEST3

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Title

Resource type

- Any -

Keyword(s)

**ACT Conf 2018
Workshop and
Seminar resources**

**ACT National
Conference 2018
Materials and
Resources**

**Teaching democracy
in Citizenship - a
summary**

**Teaching Democracy -
compulsory voting?**

The resources comes with ready to

Useful Resources

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This website gives teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Classroom resources (in relation to PREVENT) should help build pupils' resilience, and 'promote pupils' welfare' (DfE, 2015: 5) as part of 'broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils' (HM Government, 2015b: 10 cited in Dresser, forthcoming: 138-139).

<p>Teachers' hub</p> <ul style="list-style-type: none">> Extremism and radicalisation> Prevent duty> Guidance and training> Classroom resources> Promotional materials	<p>Parents' hub</p> <ul style="list-style-type: none">> Extremism and radicalisation> Safeguarding advice and support> Online safety> Promotional materials	<p>School Leaders' hub</p> <ul style="list-style-type: none">> Extremism and radicalisation> Prevent duty> Guidance and training> Assembly plans> Promotional materials> Reporting concerns	<p>About</p> <p>Children often take risks, explore new things and push boundaries as they become more independent.</p> <p>This site provides practical advice and information on protecting them from extremism and radicalisation.</p> <p>Read more ></p>
<p>What should I be teaching my class about extremism? ></p>	<p>How do I talk to my child about extremism? ></p>	<p>What resources are available to help implement the duty? ></p>	<p>@EducateAgainst </p> <p>Today is the anniversary of 9/11. A day such as this provides a great opportunity for teachers to build resilience... https://t.co/MVMvbb6mPx 3 hours ago</p>
<p>What should I do if I have a concern about a child? ></p>	<p>How do people become radicalised? ></p>	<p>What if a member of staff in my school has a concern? ></p>	<p>This video provides everything you need to know about @SINCE911uk; from educating #students about #terrorism, to pr... https://t.co/IKFJ4BxAMR 6 hours ago</p>
<p>What are my responsibilities under the Prevent duty? ></p>	<p>How can I keep my child safe from extremism online? ></p>	<p>What practical things should I do to ensure my school complies with its responsibility under the Prevent duty? ></p>	

Useful Resources

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Blog



11.09.2018

The Anniversary of 9/11: Why Schoolchildren are Encouraged to Talk About Extremism

[View Post >](#)



11.06.2018

Radicalisation: Helping Pupils Understand Offline Threats

[View Post >](#)



29.05.2018

How to Help Young People Understand Terrorist Attacks

[View Post >](#)



17.04.2018

Radicalisation and Education - How a Birmingham School is Protecting Children from Extremism

[View Post >](#)

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Useful Resources

Government approved resources for teachers, school leaders and parents on protecting young people from radicalisation

www.educateagainsthate.com

educate.against.
hate

Tweets **937** Following 495 Followers 3,452 Likes 343

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Official HMG resource offering advice, information and practical guidance to protecting children from radicalisation and

Tweets **Tweets & replies** Media



Pinned Tweet

Educate Against Hate @EducateAgainst · Jul 14



'Education is one of the most powerful tools in the fight against extremism'. Find out more about @Since911uk's resources for your classroom at since911.com

Who to follow · Refresh · View all



SINCE 9/11 @SINCE911uk

Follow

Extreme Dialogue @Extre...

Useful Resources

 **TheDryCleanerCast Spies | Terrori...** Following
@DryCleanerCast

Our latest #Podcast is now available. This month we look at the UK governments #CVE Programme called #Prevent. We are joined by @WillBaldet and @Sean_Arbuthnot_

 **Episodes**
drycleanercast.co.uk

10:45 AM - 28 May 2018

9 Retweets 11 Likes



  9  11 



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Further Resources

- The following resources are available to find out more about the Prevent strategy:
- **The PREVENT strategy:**
- 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
- <http://www.preventtragedies.co.uk/>
- **The PREVENT Duty:**
- Prevent duty guidance - Publications - GOV.UK:
- <http://www.preventforfeandtraining.org.uk/>
- Department for Children, Schools and Families (DCSF). (2008). Learning Together to be Safe: Toolkit to Help Schools Contribute to the Prevention of Violent Extremism. Nottingham: DCSF. Online, available at: http://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together_bkml.pdf

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Prevent duty guidance

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.

1. The Prevent Strategy, 2011

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

2. CONTEST: the United Kingdom's strategy for countering terrorism

<https://www.gov.uk/government/publications/counter-terrorism-strategy-contest>

3. Prevent duty guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance>

England:

4. Working together to Safeguard Children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

5. Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>;

6. Care Act 2014:

<http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

7. Care Act Factsheets

<https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets--2>

8. Public Sector Data Sharing – Guidance on the Law

<http://www.dca.gov.uk/foi/sharing/toolkit/lawguide.pdf>

9. Information Commissioner's Office Guidance on Interpretation of the DPA

http://www.ico.gov.uk/for_organisations/data_protection/the_guide.aspx

10. Confidentiality Code of Practice

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4069253

11. Caldicott Guardian Manual

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_114509

12. Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers

<https://www.gov.uk/government/publications/safeguarding-practitioner-information-sharing-advice>

14. www.safecampuscommunities.ac.uk

Wales:

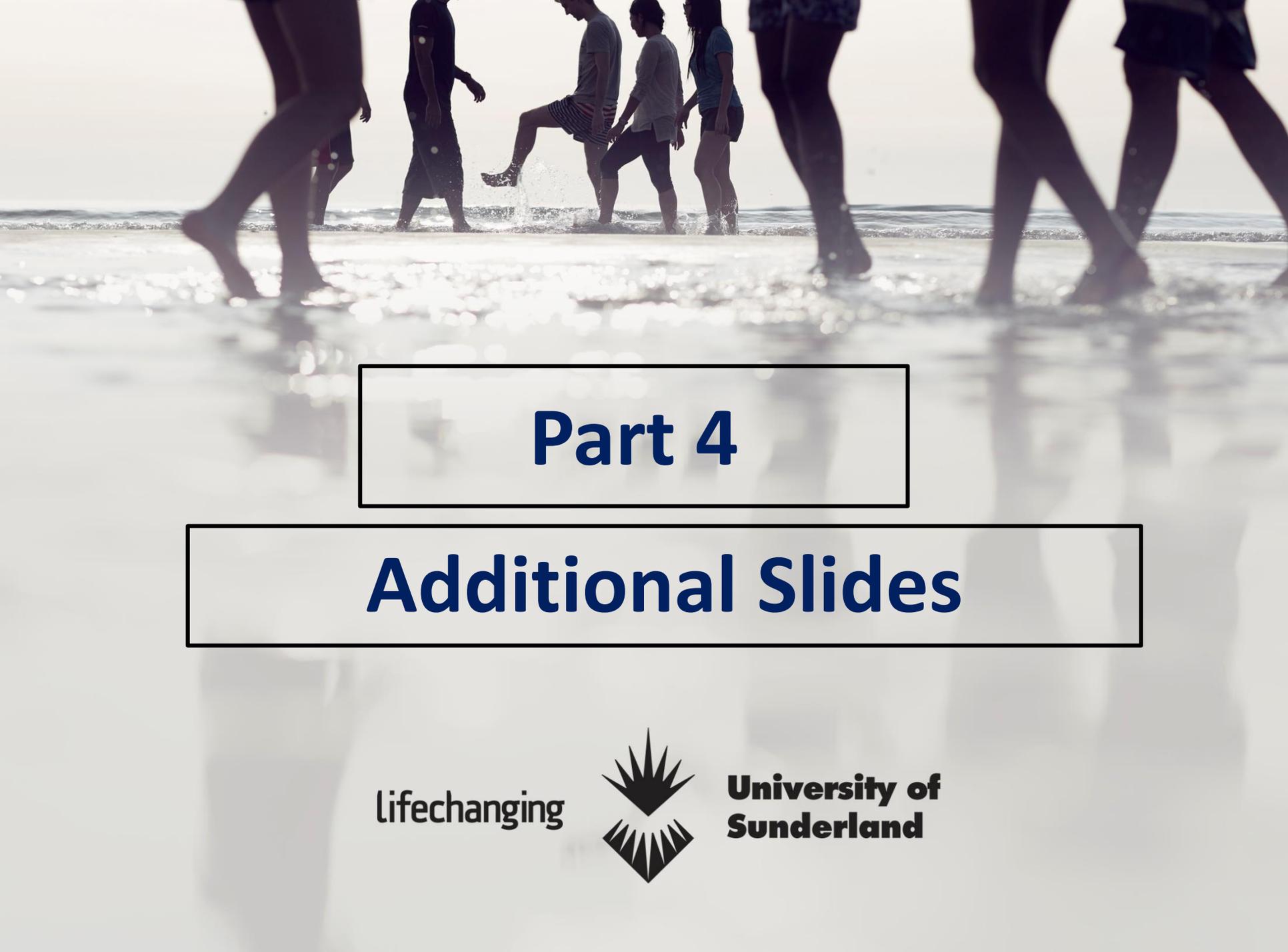
15. Safeguarding Children: Working together under the Children Act 2004, for Wales

Safeguarding children: Working together under the Children Act 2004:

16. Keeping learners safe provides advice on radicalisation and supplements the above welsh guidance on safeguarding children

<http://wales.gov.uk/docs/dcells/publications/150114-keeping-learners-safe.pdf>

"GAME CHANGING, WORLD CHANGING, LIFE CHANGING"



Part 4

Additional Slides

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'Extremism' Definition

There is no *accepted definition* of extremism; however ...

The PREVENT strategy outlines 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**' (HM Government, 2013: 2). ***Including non-violent extremism.**

Of note, the concept of extremism has been expanded to include 'calls for the death of members of our armed forces, whether in this country or overseas' (HM Government, 2013: 2).

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Due Regard ... What does this mean?

- Areas across the UK differ in their threat/risk level. Cater support, knowledge and understanding based on local profile.
 - Police: Counter-terrorism local profiles (CTLPs)
 - Local Authority knowledge(s) – Partnership work
- Each institution will respond to their specific needs and profile – there is no one-size-fits-all model

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Due Regard ... What does this mean?

The glossary of terms contained in the statutory PREVENT duty guidance says 'having due regard' means that schools and colleges '*should place an **appropriate amount of weight** on the need to prevent people being drawn into terrorism*' when they consider all the other factors relevant to how they carry out their usual functions (see HM Government, 2016).

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Individual Provision

- **Staff** - training, support, guidance
 - Addressing issues within the classroom i.e. curricular-based
 - Do staff exemplify fundamental British values in teaching?
 - Do staff understand vulnerability/ 'at risk' factors? Can they challenge ideas that legitimise terrorism?
 - Can staff recognise vulnerability and what action to take?
 - Are staff comfortable making a referral? Do they know how to make a referral and ***what happens next?***
- **Parents** – consultation and education sessions
 - Are parents reassured about the PREVENT model in place?
 - Are parents aware of support mechanism(s) available?
 - Are parents familiar with the intentions of PREVENT? Debunking myths plays an important role
- **Pupils** – regular engagement, *an embedded curriculum* and advice on support provision both inside *and* outside of the school community
 - Embedded in curriculum throughout year e.g. tutor time activities rather than one-off 'drop-down' sessions

"GAME CHANGING, WORLD CHANGING, LIFE CHANGING" (Department for Education, 2015)

Institutional Provision



- **Policy Development** – General Themes: risk assessment; Safeguarding I.T policies; PREVENT
 - Risk Assessment** – Action Plan with local partners to assess risk in local area.
Robust safeguarding policies to identify individuals ‘at risk’.
Risk assessment of external speakers and events (existing duty of freedom of speech)
 - IT** – policy relating to PREVENT (specific reference/inclusion)? Firewall system in place to block extremist websites (appropriate levels of filtering including Wi-Fi access)
- **Partnership Work** –
 - Is there active engagement from staff in leadership positions; Governors, etc.?
 - Is there an Identified Single Point of contact (SPOC) for PREVENT?
 - Does the institution engage with Regional PREVENT Coordinators; Local Authority PREVENT leads; Local PREVENT Boards/Steering Group?
- **Referral Pathway Knowledge** – How are safeguarding cases managed in the Local Authority in relation to PREVENT?

(Department for Education, 2015)

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PREVENT as Safeguarding

- Home Office and Department for Education (DfE), have argued explicitly that the duty **'doesn't and shouldn't stop schools from discussing controversial issues'** (Williams, 2015) They have urged educationalists to think of the duty as **an addition to existing safeguarding responsibilities** – an interpretation also favoured by the National Association of Head-Teachers (NAHT) (Busher, et al., 2017: 9).
- It is now expected that the PREVENT duty is incorporated into 'existing policies and procedures, so it becomes part of the *day-to-day work* of the authority' (HM Government 2016: 6; *emphasis added*).

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PREVENT as Safeguarding

The DfE's *Departmental Advice for Schools and Childcare Providers* states:

'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 influence' (DfE, 2015: 5)

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