



The Prevent Duty

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Feelings welcome

- Safeguarding is a sensitive and emotive subject which can raise issues for us. If you need to take a break, please do so.
- Comments, questions and opinions are welcome – there are no silly questions!
- Everyone will be treated with sensitivity and respect.
- If you discuss examples from your settings, please keep them anonymous.



Prevent is one of the four Ps that make up the government's post 9/11 counter-terrorism strategy, known as Contest:

The 4 Ps are:

- Prepare for attacks,*
- Protect the public,*
- Pursue the attackers*
- and Prevent their radicalisation in the first place.*

Prevent was created by the Labour government in 2003 in the wake of the 9/11 attacks and was launched to the public in 2006.

Further funding was allocated to it following the 7/7 bombings and in 2015, the Prevent duty for schools, colleges and NHS organisations was launched.

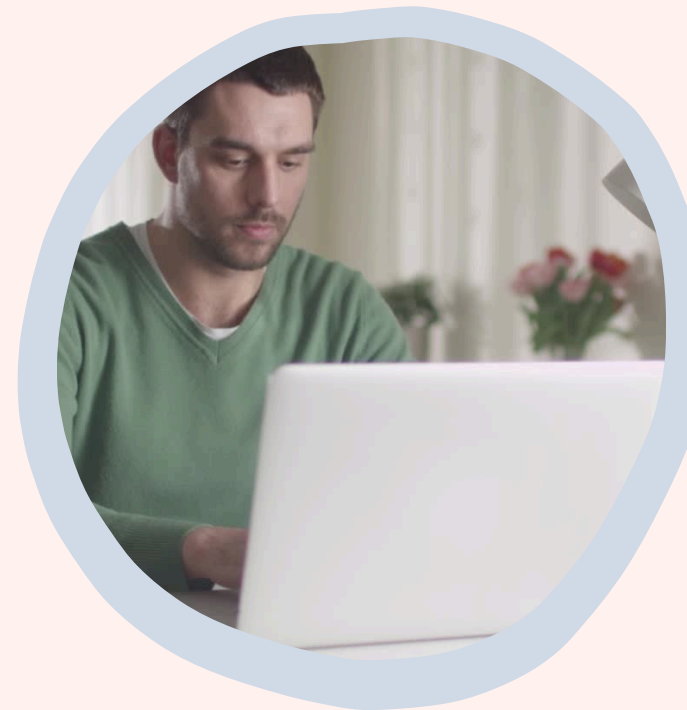
Its stated purpose is to safeguard and support those vulnerable to radicalisation and to stop them from becoming terrorists or supporting terrorism.

The Origins of Prevent

The 2011 Prevent strategy has three specific strategic objectives:



Respond to the ideological challenge of terrorism and the threat we face from those who promote it.



Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.



Work with sectors and institutions where there are risks of radicalisation that we need to address.



What is Channel?

Channel is a safeguarding panel which supports Prevent.

It is a confidential and voluntary process where safeguarding professions meet to discuss support options which can be offered to vulnerable (susceptible) residents.

Referrals need to clearly set out the journey of the child becoming radicalised and what could have made them susceptible to this.



What about 'Terrorism'?



What is 'Extremism'?



"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."

NEW DEFINITION OF EXTREMISM (FROM 14TH MARCH 2024):

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

In other words...



*Is there a want or support
for – HARM,
and a want or support for –
FORCING others to agree?*

"creating a permissive environment..."

I WASN'T ACTUALLY ME WHO SET FIRE TO THE FAMILY HOME OF THE SCIENTIST, I JUST FOUND THEIR ADDRESS ONLINE AND POSTED IT IN A GROUP...

I DIDN'T ACTUALLY THROW THE BRICK AT THE MOSQUE, I JUST WENT DOWN TO THE MARCH, PICKED UP A BRICK AND PASSED IT TO SOMEONE ELSE...

I DIDN'T OFFICIALLY JOIN THE GROUP, I JUST LIKED WHAT THEY DID, SO FORWARDED SOME VIDEOS AND DID A BIT OF FUNDRAISING...

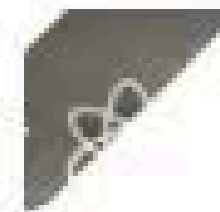


Case Study

Let's watch the video and in small groups,
discuss our responses to the questions at the end.



Joel



He's fairly quiet and unassuming, you hadn't really noticed him

clideo.com

Discussion questions:



Are we worried
about anything
here?



Who do you
think could be
at risk?



What do you
think you need
to do next?



What kind of
support might
be needed?

Looking at that new definition - do we think Joel holds extremist views?

Annex B, of KCSiE 2024 entitled 'Preventing Radicalisation' has been reviewed following the new definition of extremism.

Potential indicators of radicalisation should be considered alongside other factors and the overall context.

We know from changes to the Prevent Duty in 2023 that there is an increased focus on the journey to radicalisation and what has made the child susceptible to this.

School Responsibility

- *All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion.*
- Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.





What are the
different forms
of extremist
ideologies?

We have an opportunity to look further than the Islamist vs. far right extremes that we hear of in the media

1

Animal rights extremism



2

Environmental extremism



3

Religious extremism



4

Political extremism



5

Single issue extremism (e.g. anti-abortion extremism, anti-LGBTQ+ extremism)



6

Mixed, unclear or unstable ideologies (MUU) including Incel Culture





Activity

On the next slide, there will be a list of: ●

- 1 Forms of Extremism
- 2 Definitions and/or examples of each form of extremism
- 3 Examples of potential signs and indicators we might spot in our settings.

In your groups, try to match them up

Animal-rights Extremism	1. This is often defined as the use of violence carried out to further environmental policy change. Can be linked to animal rights extremism and far-left extremism	L, aged 14 states that ‘all women are whores’ and believes victims lie about sexual assault. He has started to be particularly rude to female teachers.
MUU Extremism	2. This might include anti-abortion or anti-trans ideologies. In order to rid the world of the perceived target, the extremists may feel that causing harm to others is justified.	C aged 10 has started to disengage in class. When this is explored, she gestures to her teacher’s rainbow lanyard, saying ‘my parents don’t want me being taught by you if you support things like this’. C knocks the teacher’s bag off her table as she walks out the room.
Religious Extremism	3. Examples include terrorist attacks on places of worship or physical attacks on those who who are deemed to represent values that are abhorrent to the extremists	A (17) has fallen out with her long-term group of friends because they wear leather shoes and won’t join her on an anti-fur trade march. She states ‘if you’re not with me, you’re against me’.
Political Extremism	4. May include Incel ideologies or extreme misogyny. Ideologies might change or seem to blur with other forms of extremism. An adulation of mass killers can be a feature.	H (11) has started to say things that sound like he is reciting from a script. He has started to leave school early so he can spend additional time at his place of worship.
Single issue Extremism	5. Not to be confused with animal-rights activism, examples include setting fire to animal testing laboratories or physically targeting those working in the fur trade.	G (16) states that people who live in the city but drive a 4x4 ‘should be shot’ and that ‘desperate times call for desperate measures’.
Environmental Extremism	6. Examples include violent protests, assassinations, or attacks against individuals or institutions perceived as opposing or threatening the extremist's political ideology.	K (15) is refusing to interact with peers who hold different political views or by expressing admiration for violent political actions.

Your responsibility..?

- Notice
- Check
- Share

If you notice a change in an individual that concerns you, in that they may be susceptible to radicalisation, follow your organisation's policy/ Prevent & Channel referral process.

Check your concern with a manager or designated safeguarding lead and contact the Prevent team for advice.



There is no single route to radicalisation. It can happen over a long period of time or sometimes it is triggered by a specific incident or news item and can happen quickly. The behaviours listed here are intended as a guide to help you identify possible radicalisation:

- Online behaviour
- Accessing extremist online content
- Sympathetic to extremist ideologies and groups
- Joining or trying to join an extremist organisation
- Changing online identity
- Outward appearance
- Being closed off to discussion or challenge
- Abusive towards people who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Converting to a new religion
- Being secretive of movements
- Increasingly argumentative
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Using new/age-inappropriate language
- Justifying violence to solve societal issues

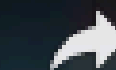
Let's watch a video

- As we watch, consider the push and pull factors for the boy involved.
- If you made a Prevent referral, how would you describe his JOURNEY towards radicalisation and what made him susceptible in the first place?
- Keep in mind that the Channel Panel's processes can involve looking at the child's unmet needs and seeing how they can be met in a healthy and safe manner.





The young man who was radicalised until Prevent prised him away from the far-right ext...



Share

Channel 4 is a British public broadcast service.

Radicalised as a schoolboy by the far-right

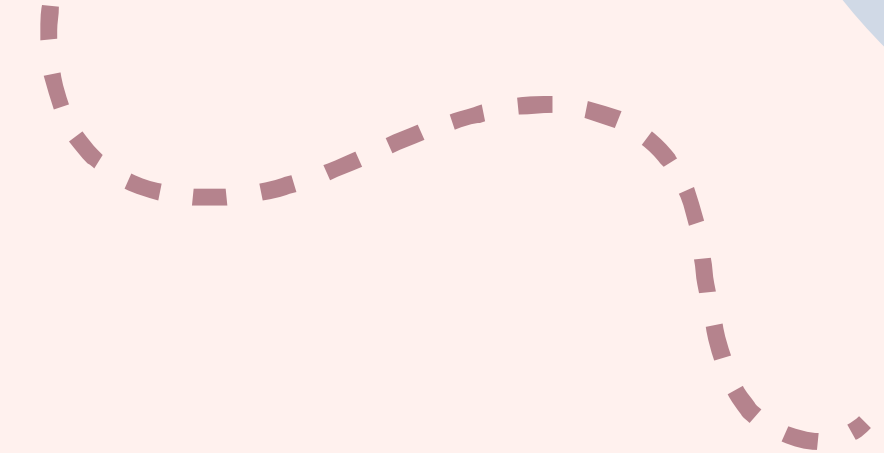
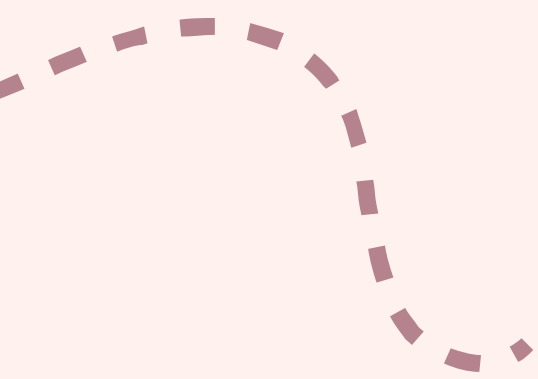
Watch on  YouTube



Remember:

- The Prevent Duty has historically been controversial because it was seen as a way of targeting British Muslim communities in the wake of 9/11.
- Therefore, it is vital that we keep an open mind and do not view one group of children as more susceptible than another.
- Children are allowed to express opinions and externally process as they learn about the world. We are not the thought police (!) and we know that children are more politically-engaged than ever before.
- At its root, the Prevent Duty should ALWAYS be about safeguarding the child and others.
- We need to report concerns that suggest a child COULD BE being radicalised, so this can be explored further and they can be given the support they might need.

Any
questions?





Thank you and keep in touch.



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