

Prevent Duty

Mortimer Community College
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What is Prevent

- The aim of the *Prevent* strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.
- 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; and**
 - **work with sectors and institutions where there are risks of radicalisation that we need to address.**
- All public sector bodies including local authorities, educational, childcare and health organisations have a legal duty to prevent people from being drawn into terrorism and must understand what radicalisation and extremism mean, why people might become vulnerable or susceptible to this form of exploitation and what they should do if they think someone may be at risk of becoming radicalised.



Prevent in context

- Prevent is one element of CONTEST – Government Counter Terrorism Strategy (Protect, Prepare, Pursue and Prevent)
- Covers all forms of terrorism and extremism
- Prevent = Safeguarding
- Currently no specific ‘terrorist’ threat in South Tyneside (low/medium) but national threat level at **‘substantial’** (i.e. terror attack in UK likely)
- Far Right growing concern locally, key UK national threat/risk Islamist inspired terrorism
- **Self-initiated terrorists or ‘ lone wolf’ attacks, extremist ideologies and online safety are growing areas of concern**
- If you think someone is in immediate danger, or if you see or hear something that may be terrorist-related, trust your instincts and call **999** or the confidential **Anti-Terrorist Hotline on 0800 789 321**



Prevent and statistics

- Prevent makes up an extremely small part of overall safeguarding referrals. In 2018-19, over one million safeguarding referrals were made in the UK, in comparison to just 6,287 Prevent referrals in 2019-20.
- South Tyneside Prevent referrals 2020/21 (11), 2021/22 (14) – these numbers are broadly similar across neighbouring authorities across Northumbria.
- Limited local evidence of organised street protests etc in South Tyneside, but extremist groups are known to mobilise quickly to exploit any local tensions/community issues....so called '**aggravated activism**'.
- Rates of reported hate crimes continue to be low across South Tyneside.
- Majority of Prevent referrals in South Tyneside relate to young males and online Right-Wing extremism
- Two South Tyneside adult males have received lengthy custodial offences for terror related offences since 2015



Prevent Duty guidance – schools and the law

- Counter Terrorism and Security Bill 2015 places a ‘duty’ on specified authorities – including **all** schools – to ‘have due regard’ to the need to prevent people from being drawn into terrorism.
- Preventing people becoming terrorists or supporting terrorism also requires ‘**challenge**’ to extremist ideas where they are used to legitimise terrorism/extremism and are shared by terrorist groups.
- Protecting students from the risk of radicalisation is part of schools’ overall **safeguarding responsibilities**.
- Contacting the authorities won’t get your student into trouble if a criminal act hasn’t been committed. The police and local authority will discuss your concerns, suggest how they can best help the child and give you access to relevant support and advice. **Pre-criminal space!**
- Department of Education Prevent Duty Good Practice Guidance

<https://educateagainsthate.com/resources/prevent-good-practice/>



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Prevent and OFSTED

- School has a Prevent/Safeguarding Policy?
- Understand, assess and review the risk/threat from terrorism – locally, regionally and nationally! **Counter Terrorism Local Profile (CTLP) and ST Council Local Risk Assessment.**
- Clear leadership and accountable structures are in place, and visible throughout the organisation –Staff and the Governing Body have been appropriately trained on Prevent according to their role - **do staff know how to identify a Prevent concern?**
- An appropriate reporting and referral process is in place and referrals are being managed effectively. **Do staff know how to share a Prevent concern?**
- Online Safety Policies are in place which restrict access to extremist content and can help identify any concerns linked to pupils/staff? **ICT filters are in place**
- A broad and balanced curriculum which promotes ‘British values’, will help build resilience and can protect students against extremist narratives. **School actively promotes tolerance and community cohesion**



DofE advice on the Israel/Hamas Conflict

- “The UK unequivocally condemns terrorist attacks and stands in solidarity with Israel” – Rt Hon Gillian Keegan, Secretary of State for Education.
- Hamas is a proscribed terrorist organisation, and it is illegal to encourage support for them
- To support senior leaders and teachers manage discussions about the conflict, there are several reputable organisations that offer resources to teach about this sensitive topic in a balanced way.
- DofE ‘Educate Against Hate’ website provides a range of resources to support with challenging discrimination and intolerance.
- “Schools and colleges should ensure that any political expression is conducted sensitively, meaning that it is not disruptive and does not create an atmosphere of intimidation or fear for their peers or staff”.
- This includes not only where behaviour appears to celebrate or glorify violence, but also any expression of views that feels targeted against specific groups or stigmatises others.



Why are terrorism and extremism relevant for me as a teacher?

- Teachers play an important role in keeping children and young people safe. They are in a key position to protect pupils from the dangers of extremist narratives and identify those vulnerable.
- It's important to ensure your classroom is a safe space, where ideas and controversial issues can be discussed freely and openly.....**philosophical inquiry!**
- Since July 2015, schools have a legal responsibility to “**have due regard to the need to prevent people from being drawn into terrorism**”.
- Remain politically objective/impartial and **be cautious** around inadvertently promoting political lobbying or campaign groups – Black Lives Matter, Reclaim the Streets, Extinction Rebellion etc.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf



What should I be teaching my class about terrorism, extremism and radicalisation?

- Terrorism, extremism and radicalisation are sometimes used interchangeably. **All pose a threat to students'**, but they have very distinct definitions.
- Schools should be a safe space where students can discuss social and political issues, including extremism and terrorism. Building their resilience will put them in a stronger position to reject extremist views.
- This can include facilitating conversations about extremism and radicalisation in an age-appropriate way, as well as other social and political issues.
- <https://educateagainsthate.com/category/teachers/classroom-resources/>
- It's important to discuss issues around **identity, difference and tolerance** with pupils and to prepare them for life in modern Britain.
- Promote British values and democratic freedoms, to teach tolerance.



Definitions

Terrorism

Can be defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or intimidate the public.

Extremism

Is defined by the Government 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'. Extremist ideology can divide communities and lead people to violence. Examples include right wing extremists, Islamic extremists, and animal rights extremists, amongst others.

Radicalisation

Refers to the process by which a person comes to support terrorism and extremist ideologies.

This can be a gradual process and happen over a long period of time. This makes it possible to intervene and steer vulnerable people away from being drawn into terrorist-related activities.



Build resilience by promoting fundamental British values

The Department for Education has published advice on discussing fundamental British values as part of promoting the spiritual, moral, social and cultural (SMSC) development of your students.

- **Democracy**
- **Rule of law**
- **Individual liberty**
- **Mutual respect and tolerance of those of different faiths and beliefs**

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>



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Who is vulnerable

- Children from all kinds of backgrounds can become radicalised. Here are some common factors to look out for that may make young people vulnerable to radicalisation.
- It's important to know the factors that may make some students more vulnerable to radicalisation. The following is a guide only, but use your professional judgment to assess students' vulnerability!
 - Struggling with a sense of identity
 - Becoming distanced from their cultural or religious background
 - Questioning their place in society
 - Family issues
 - Experiencing a traumatic event
 - Experiencing racism or discrimination
 - Difficulty in interacting socially and lacking empathy
 - Difficulty in understanding the consequences of their actions
 - Low self-esteem
 - Any of these issues make children more susceptible to believing that extremists' claims are the answer to their problems.



Radicalisation/extremism – risk online and offline

Online behaviour

- Changing online identity,
- having more than one online identity,
- spending a lot of time online or on the phone, accessing extremist online content,
- joining or trying to join an extremist organisation

Outward appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories



Other behaviours which may indicate a child at risk

- Feeling persecuted
 - Changing friends and appearance
 - Distancing themselves from old friends
 - No longer doing things they used to enjoy
 - Converting to a new religion
 - Being secretive and reluctant to discuss their whereabouts
 - Sympathetic to extremist ideologies and groups
-
- Any of these issues make children more susceptible to believing that extremists' claims are the answer to their problems.
 - You know your students well, so are in a prime position to recognise if they're acting out of character. Trust and have confidence in your professional judgement and get advice if something feels wrong.



What should I do if I have a concern for a child

- Your first course of action should be to follow your school's standard safeguarding procedures. This includes discussing any concerns with your school's designated safeguarding lead, who may get further advice from the local authority or police;
- For additional support outside of your school, you can contact:
 - **South Tyneside Council Prevent coordinator**
Graeme.Littlewood@southtyneside.gov.uk, or local authority safeguarding team – **0191 4245011**.
 - Contact your local police force or dial 101 (the non-emergency police number)
 - Complete standard **Prevent National Referral Form** and share with Northumbria Police Prevent Team via the special branch mailbox fimunorth@ctpne.police.uk
 - Northumbria Police Prevent Officer for South Tyneside James Mcleod
James.McLeod.199@northumbria.pnn.police.uk



PREVENT REFERRAL FORM

REFERRAL PROCESS	
<p>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent pol team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that t not always possible due to data-protection & other case sensitivities.</p> <p>Once you have completed this form, please email it to: PLEASE ENTER THE PREVENT TEAM EMAIL ADDRESS</p> <p>If you have any questions whilst filling in the form, please call: PLEASE ENTER THE PREVENT TEAM TELEPHONE</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.
DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Preve
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> How / why did the Individual come to your organisation's notice in this instance? Does it involve a specific event? What happened? Is it a combination of factors? Describe them. Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? Ho Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? I frequent is this contact? Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can y remember what was said / expressed exactly? Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures. Please describe any other concerns you may have that are not mentioned here. 	
COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> Victim of crime, abuse or bullying. Work, financial or housing problems. Citizenship, asylum or immigration issues. Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings. On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency. Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories. Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below Please describe any other need or potential vulnerability you think may be present but which is not mentioned here. 	
OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	



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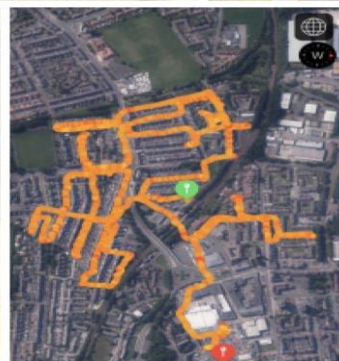
Channel

- Channel is a voluntary, confidential programme which safeguards people identified as vulnerable to being drawn into terrorism. It is a multi-agency process, involving partners from the local authority, the police, education, health providers and others.
- A referral can come from anyone who is concerned about a person they know who may be at risk of radicalisation, whether a family member, friend, school leader, colleague or from a wide range of partners.

The Channel programme is **voluntary**, confidential, a support programme **not a criminal sanction** and it **will not affect a person's criminal record**

- South Tyneside Channel panel – multi-agency standing panel that meets monthly to discuss cases of specific concern. Schools are not standing members but may be invited to attend Channel – i.e. if a pupil is referred
- South Tyneside Channel chair Lauren Nesbitt
Lauren.Nesbitt@southtyneside.gov.uk
- More information about the [Channel Programme](#)





Yesterday afternoon PA activists focused their leafleting attention on the South Tyneside town of Jarrow. One activist recorded their steps, a great way to keep track of the streets covered. There were numerous positive encounters with the public, including a hand shake.



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Some helpful links;

- <https://actearly.uk/>
- <https://educateagainsthate.com/>
- <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- [CST – Protecting Our Jewish Community](#)
- [Political impartiality in schools - GOV.UK \(www.gov.uk\)](#)
- [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](#)
- [Report in Anti-Muslim Hate or Islamophobia \(tellmamauk.org\)](#)
- [Report Extremism in Education – Start](#)
- [Message on the Israel Hamas conflict from the Education Secretary Gillian Keegan, the Minister for Schools Nick Gibb and the Minister for Skills, Apprenticeships and Higher Education Robert Halfon \(govdelivery.com\)](#)



Any questions?



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