SOUTHWARK DIOCESAN BOARD OF EDUCATION
Supporting Christian Education

BRIEFING

SUBJECT: The Prevent duty	
RECIPIENT(S): Headteachers and Chairs of Governors of all C of E schools and academies.	
SDBE CONTACT: Carol Jerwood	**DATE:** September 2015

1   INTRODUCTION

1.1   The DfE issued non-statutory guidance in June 2015 [DFE advice on the prevent duty June 2015](#) to assist schools in fulfilling their responsibilities under section 26 of the Counter-Terrorism & Security Act 2015, ie, "to have due regard to the need to prevent people from being drawn into terrorism". The following links are to relevant advice issued by the Home Office in March 2015 and to the DFE statutory guidance on Keeping Children Safe in Education (July 2015): [Prevent Duty Guidance](#)
[Guidance for schools on the use of social media to encourage travel to Syria & Iraq](#)
[DFE Statutory Guidance: Keeping Children Safe in Education July 2015](#)

2   THE PREVENT DUTY

2.1   In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and to take appropriate action. Protecting children from the risk of radicalisation is part of a school's wider safeguarding duties. Promoting British values, enabling children to challenge extremist views and providing a safe space for children to understand the risks associated with terrorism will help schools to build pupils' resilience to radicalisation. The new OFSTED framework (1 September2015) and associated handbooks for inspectors set out the expectations in different settings in relation to preventing radicalisation and extremism.

3   RISK ASSESSMENT

3.1   Schools should be able to demonstrate a general understanding of the risks affecting children and young people in their area and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them.

3.2   Risks vary from area to area and according to age. Schools should be aware of the increased risk of online radicalisation as terrorist organisations seek to radicalise young people through the use of social media. Contextual information should be available from LAs and the police to help schools to understand local risk.

3.3   School staff should be alert to changes in children's behaviour which may indicate they need help or protection, using their professional judgement and acting proportionately. Procedures for protecting children at risk may be set out in existing safeguarding policies as general safeguarding principles will apply. School staff should understand when a referral to the Channel programme is appropriate; this programme provides a mechanism for schools to make referrals if they are concerned an individual might be vulnerable to radicalisation.

4   WORKING IN PARTNERSHIP

4.1   The Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating local agencies in order to safeguard children. A school's safeguarding arrangements will already take account of the LSCB policies and procedures. Some LAs may have Prevent co-ordinators if they are considered a priority area. Local police may also provide advice and support to schools.

4.2   Engaging with parents/families is a vital part of spotting signs of radicalisation. Schools should be able to advise families who raise concerns and point them to available support.

5   STAFF TRAINING

5.1   The Home Office has developed a training package 'Workshop to Raise Awareness of Prevent' (WRAP) and the LA and police will have accredited WRAP facilitators to deliver training.

5.2   Schools should assess their need for training in the light of their risk assessment. Schools should ensure that their designated safeguarding lead undertakes Prevent awareness training and can support/advise other staff.

6   IT POLICIES

6.1   Schools must ensure that children are safe from terrorist/extremist material when accessing the internet and that suitable filtering is in place. This is in addition to the school's role in equipping children to stay safe online in and out of school.

7   BUILDING RESILIENCE TO RADICALISATION

7.1   There are a number of ways that schools can build pupils' resilience to radicalisation; some examples are given below:
   (i)   providing a safe environment to debate controversial issues;
   (ii)   promoting spiritual, moral, social and cultural development and within this, fundamental British values;
   (iii)   using PSHE to equip pupils to understand and manage difficult situations and teach them to make safer choices, resist pressure and know when to seek help;
   (iv)   developing positive character traits, eg, resilience, determination, self-esteem, confidence;
   (v)   using citizenship in the curriculum to equip pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society and to learn about democracy, government and law;
   (vi)   equip pupils to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments;
   (vii)   ensure pupils understand diversity in the UK, national, regional, religious and ethnic identities.

8   WHAT TO DO IF YOU HAVE A CONCERN

8.1   If staff are concerned about a particular pupil, they should follow the school's normal safeguarding procedures. In Prevent priority areas (in the Diocese of Southwark these are currently: Lambeth, Lewisham and Wandsworth) the LA will have a Prevent co-ordinator who can provide support. Additionally schools may:

   (i)   contact the local police or dial 101

   (ii)   phone the DfE helpline 020 7340 7264 or email counter.extremism@education.gsi.gov.uk   NB: the DfE helpline/email is not intended for emergency situations.

9   ACTION FOR SCHOOLS AND GOVERNORS

9.1   The Governing Body should ensure that:

   (i)   the safeguarding policy and procedures take account of the Prevent duty, the statutory guidance and DfE non-statutory guidance and keep this under review;

   (ii)   staff and particularly the designated safeguarding lead have undertaken appropriate training and that all staff are aware of their responsibilities;

   (iii)   the school's IT policies are robust and enable pupils to stay safe online;

   (iv)   governors understand the risks to children and how these are mitigated through the school's policy and procedures.