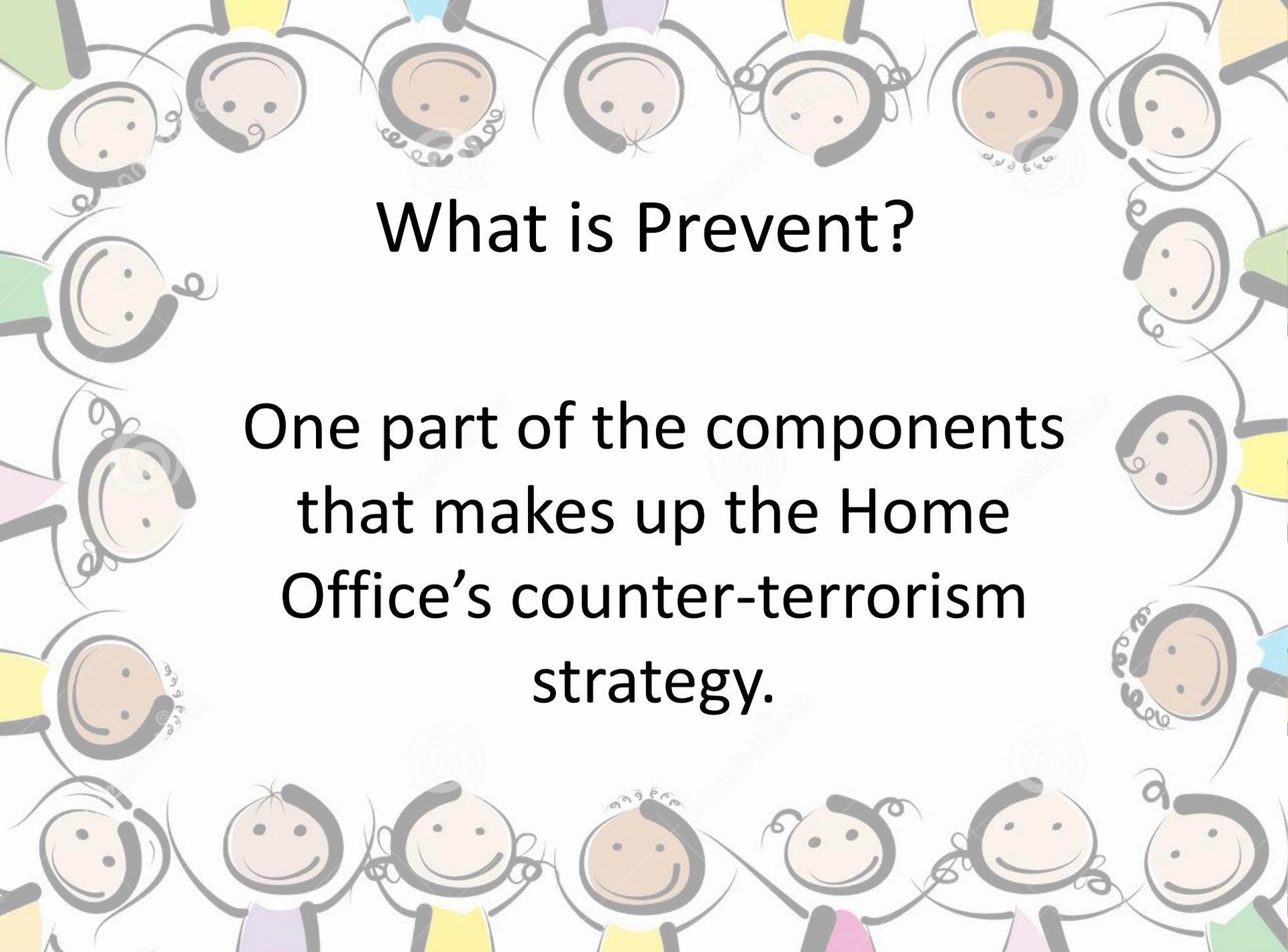


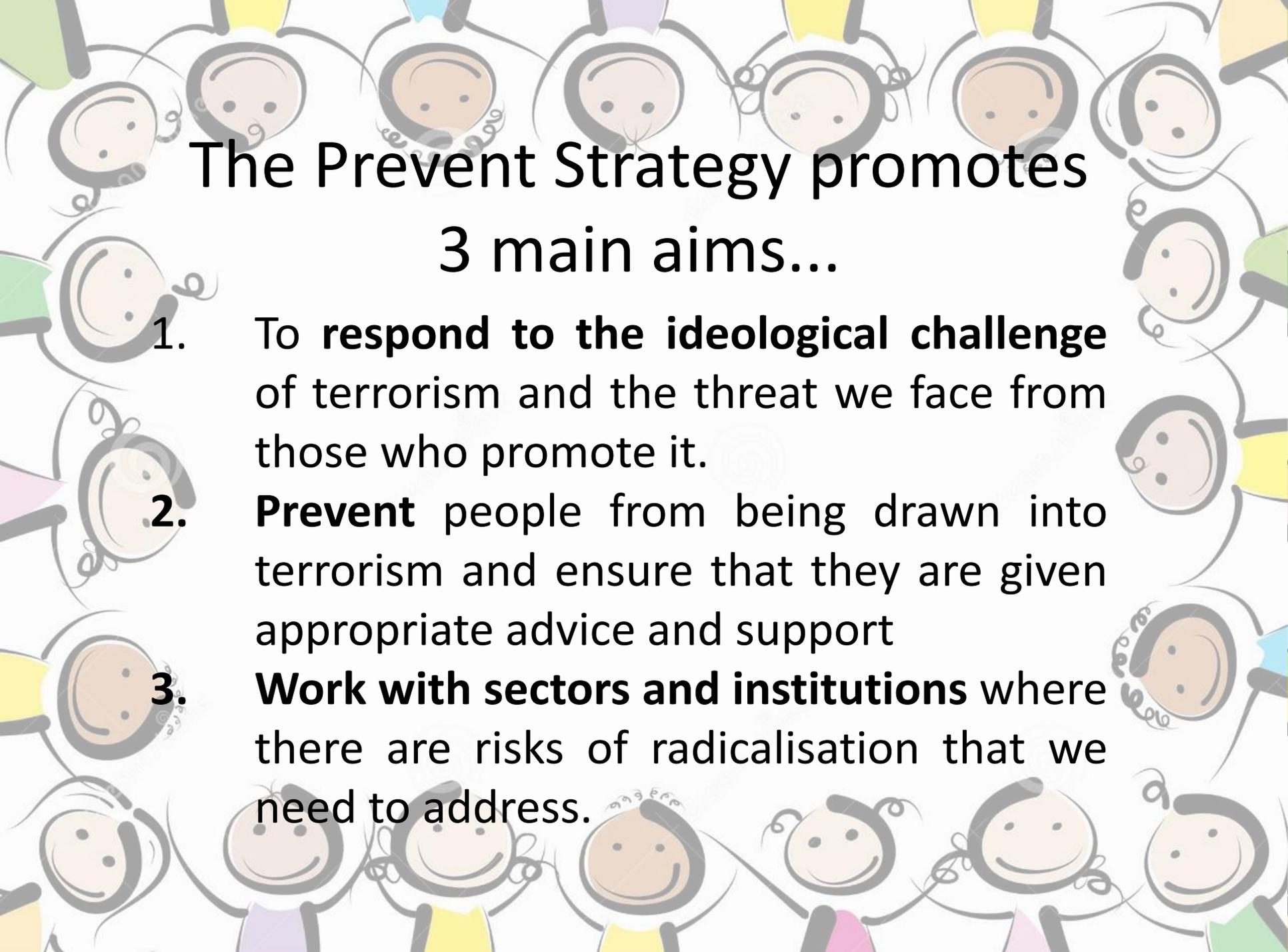
Prevent Duty in Schools

An Introduction



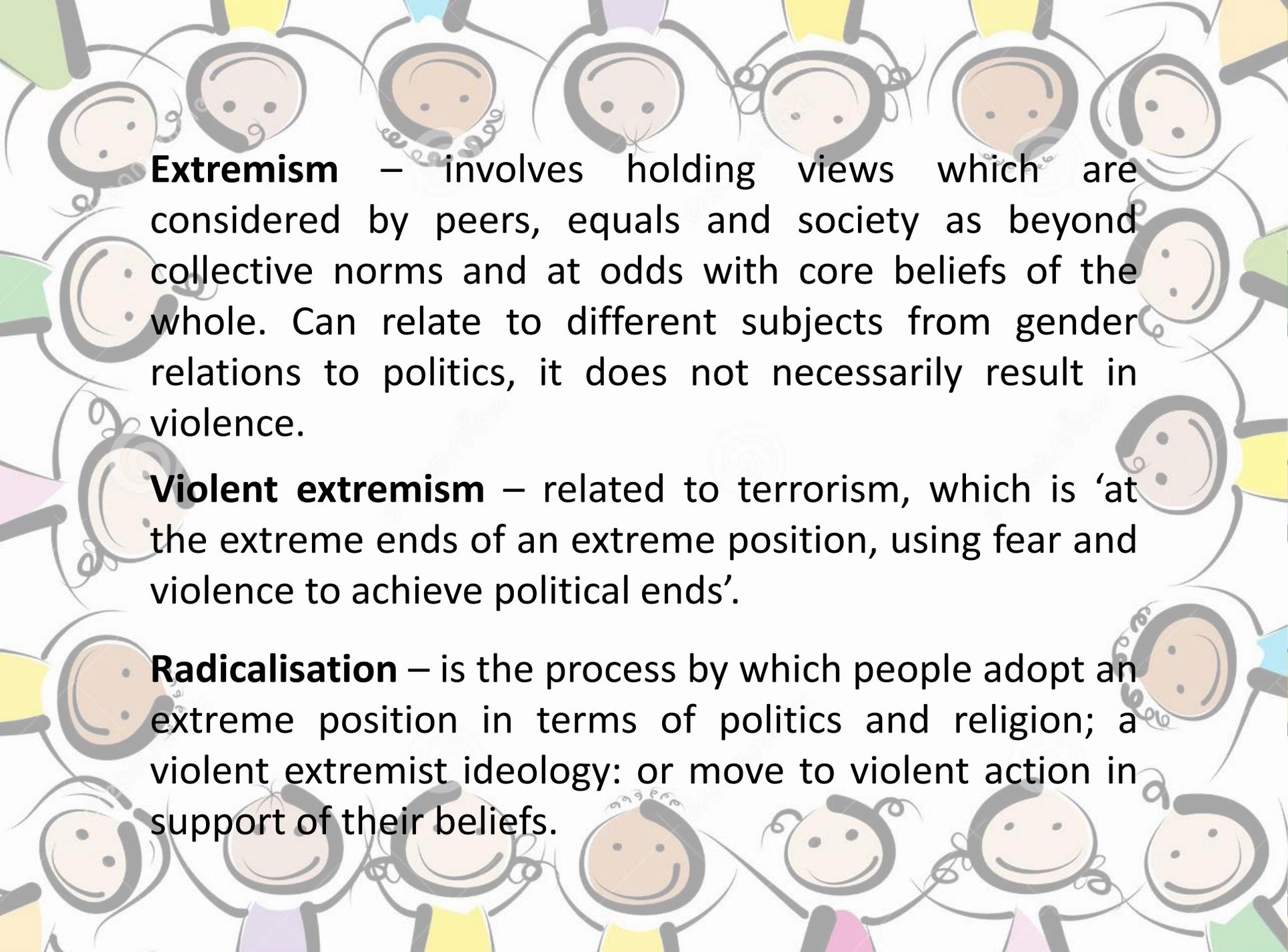
What is Prevent?

One part of the components
that makes up the Home
Office's counter-terrorism
strategy.



The Prevent Strategy promotes 3 main aims...

1. To **respond to the ideological challenge** of terrorism and the threat we face from those who promote it.
2. **Prevent** people from being drawn into terrorism and ensure that they are given appropriate advice and support
3. **Work with sectors and institutions** where there are risks of radicalisation that we need to address.



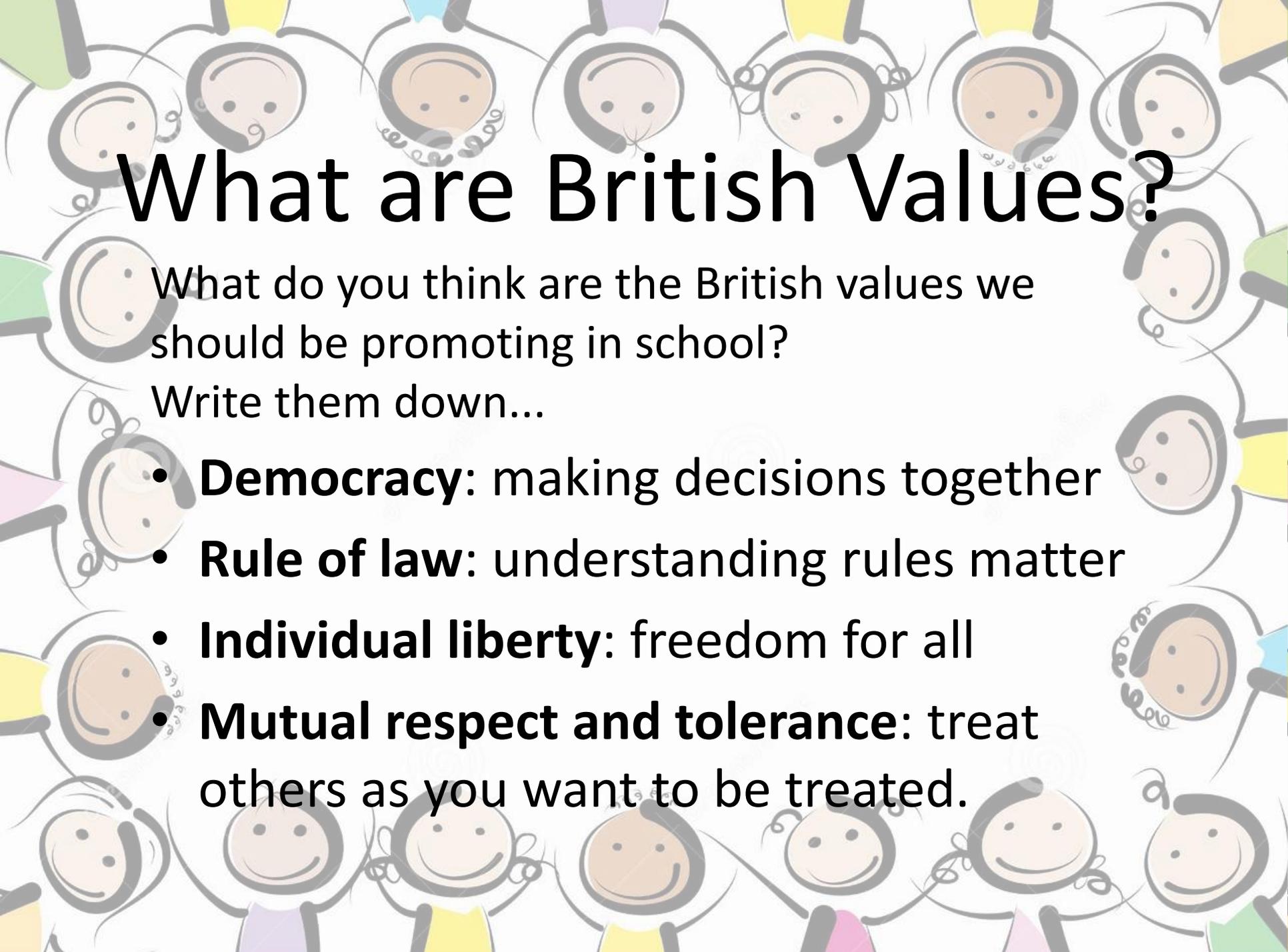
Extremism – involves holding views which are considered by peers, equals and society as beyond collective norms and at odds with core beliefs of the whole. Can relate to different subjects from gender relations to politics, it does not necessarily result in violence.

Violent extremism – related to terrorism, which is ‘at the extreme ends of an extreme position, using fear and violence to achieve political ends’.

Radicalisation – is the process by which people adopt an extreme position in terms of politics and religion; a violent extremist ideology: or move to violent action in support of their beliefs.

The image features a central text block surrounded by a decorative border of diverse cartoon children's faces. The faces are drawn in a simple, friendly style with various skin tones, hair colors, and styles. Some children are wearing colorful headbands or hats. The overall theme is multicultural and inclusive.

**‘Build pupils’
resilience to
radicalisation by
promoting British
Values.’**

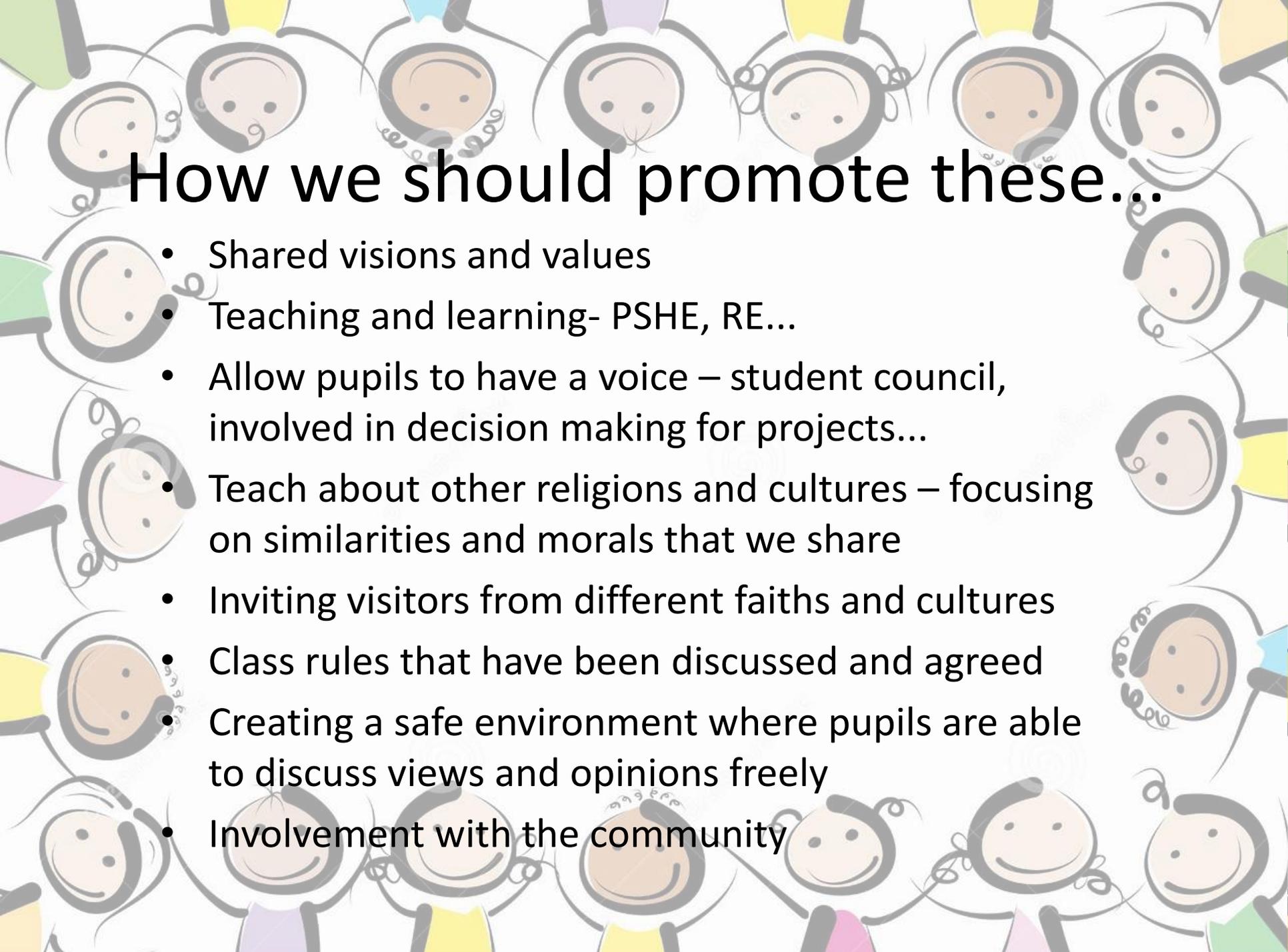


What are British Values?

What do you think are the British values we should be promoting in school?

Write them down...

- **Democracy:** making decisions together
- **Rule of law:** understanding rules matter
- **Individual liberty:** freedom for all
- **Mutual respect and tolerance:** treat others as you want to be treated.



How we should promote these...

- Shared visions and values
- Teaching and learning- PSHE, RE...
- Allow pupils to have a voice – student council, involved in decision making for projects...
- Teach about other religions and cultures – focusing on similarities and morals that we share
- Inviting visitors from different faiths and cultures
- Class rules that have been discussed and agreed
- Creating a safe environment where pupils are able to discuss views and opinions freely
- Involvement with the community



How do we promote
democracy?

How do we involve the
community in our teaching
and learning?

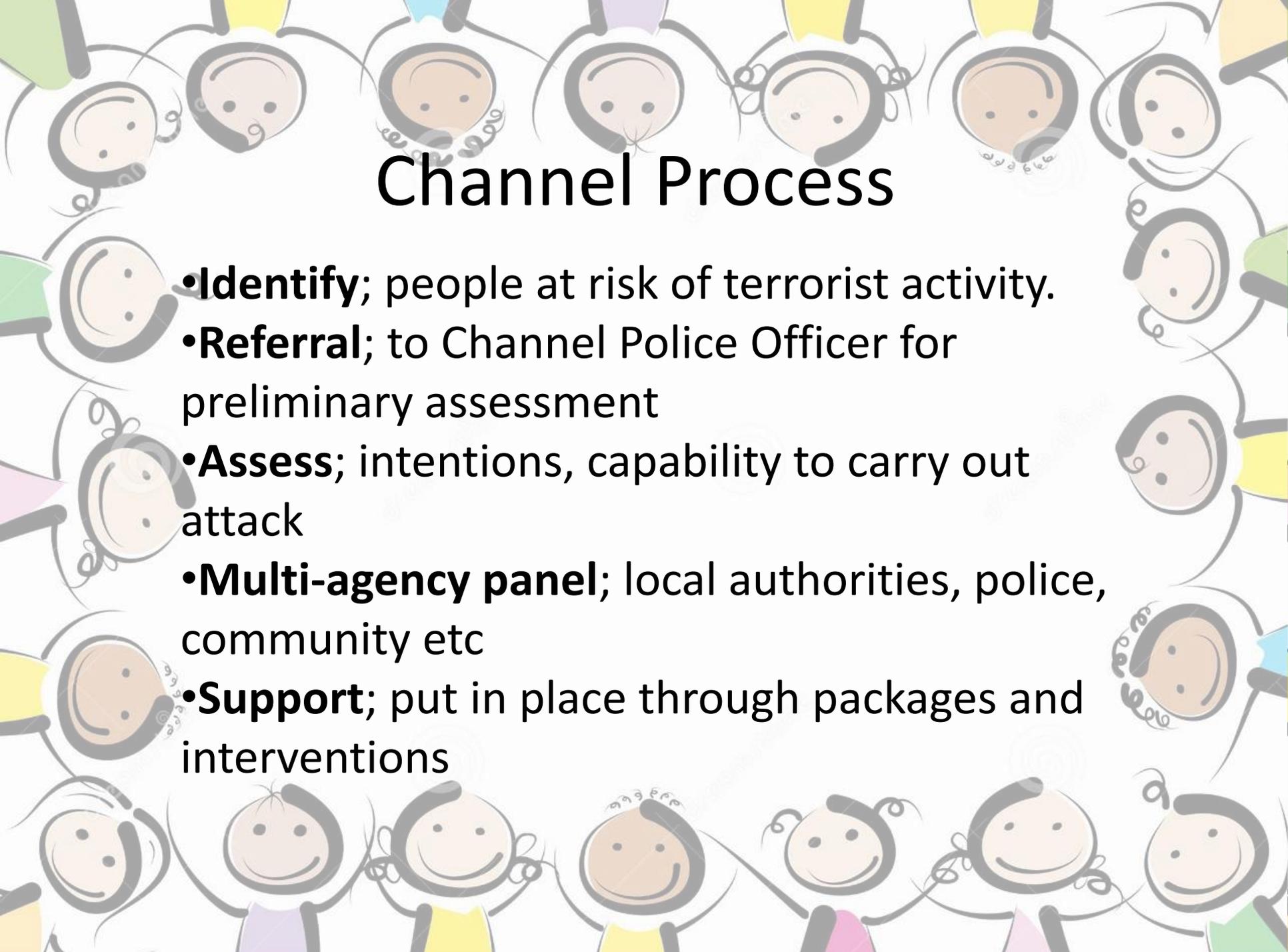


What is Channel?

Channel is a key element of Prevent.

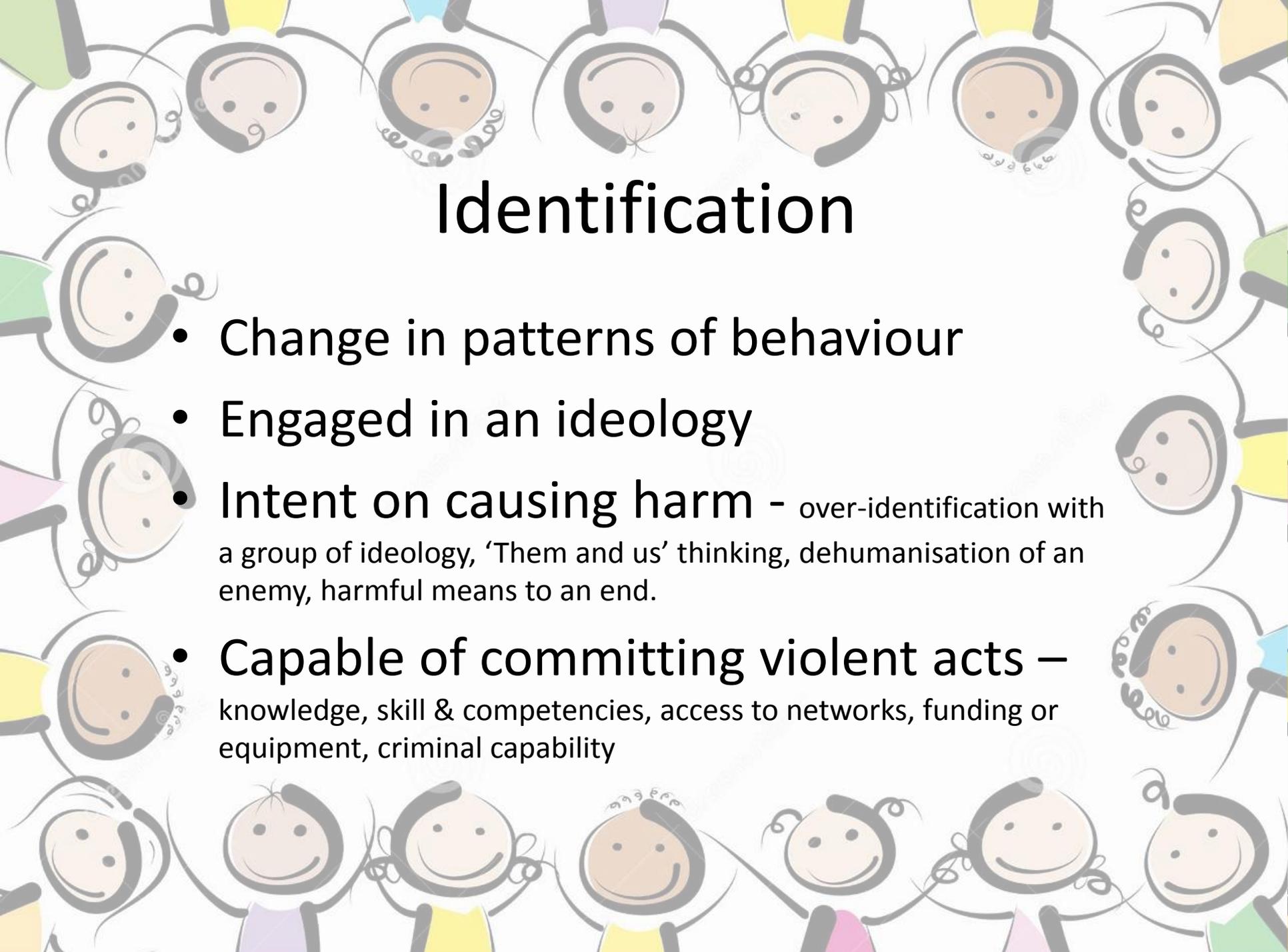
Safeguards individuals by assessing their vulnerability to be drawn into terrorism.

Early intervention can protect and divert away from risk.



Channel Process

- **Identify**; people at risk of terrorist activity.
- **Referral**; to Channel Police Officer for preliminary assessment
- **Assess**; intentions, capability to carry out attack
- **Multi-agency panel**; local authorities, police, community etc
- **Support**; put in place through packages and interventions



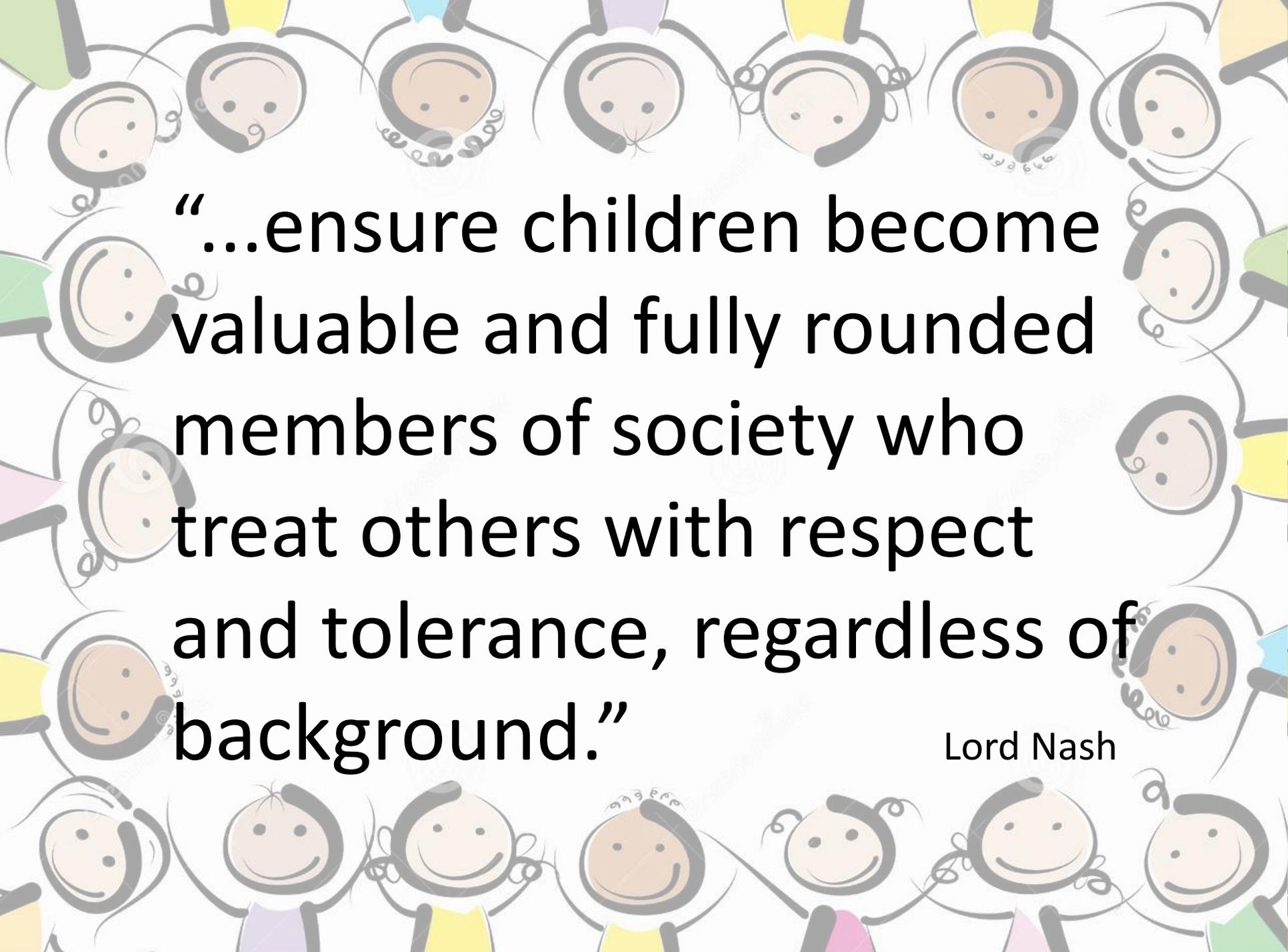
Identification

- Change in patterns of behaviour
- Engaged in an ideology
- Intent on causing harm - over-identification with a group or ideology, 'Them and us' thinking, dehumanisation of an enemy, harmful means to an end.
- Capable of committing violent acts – knowledge, skill & competencies, access to networks, funding or equipment, criminal capability



What should you do?

- Record what you have been told, heard or seen
- Report concerns to myself (Jason, Jenny or Jackie Firminger)



“...ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.”

Lord Nash



Channel Awareness

[http://course.ncalt.com/Channel General Awareness](http://course.ncalt.com/Channel%20General%20Awareness)