

Prevent Duty

Safeguarding
Children & Young People



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Produced to support Safeguarding Children course.
Please contact us for further information.

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A quick note...

iHasco has gathered the information in this booklet from reliable external sources to help you comply with current legislation. The opinions and guidance on these pages belong to relevant professionals outside of iHasco.



How do I learn more?

Prevent Training

To complete the Government's eLearning training on Prevent, visit www.elearning.prevent.homeoffice.gov.uk

Further Training

For information on our eLearning courses, visit our website, drop us an email, or give us a call...

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Fundamental British Values

One way to build resistance to radicalisation is to promote the Fundamental British Values...

Democracy

A system of government where the people choose their leaders by voting for them.

Rule of law

Rules that the government develop.

Individual liberty

The rights of each person to live and move freely within the law.

Mutual respect and tolerance

A willingness to accept and respect the behaviour and beliefs of people with different faiths and beliefs other than your own.

SMSC Development

The Fundamental British Values can be incorporated into a child's SMSC development (spiritual, moral, social and cultural). This involves things such as:

- learning right from wrong
- cultivating self awareness and understanding
- practising tolerance/challenging stereotypes
- sharing/giving/volunteering/participating in the local community
- learning about different beliefs/cultures
- celebrating diversity (cultural traditions, music, food, stories)
- building friendships and working/playing well with others (sports/games/school trips/group projects)

What we mean when we say...

“Vulnerable” – Someone whose characteristics or behaviour suggest they could be susceptible to radicalisation.

“Radicalisation” – The process by which someone comes to support terrorism, or extremist ideologies associated with terrorism.

“Extremism” – Vocal or active opposition to Fundamental British Values (see page 7). Extremism also includes calls for the death of members of our armed forces in the UK or overseas.

“Terrorism” – An action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system.



What is Prevent Duty?

Prevent is part of the Counter-Terrorism and Security Act 2015, and it means that schools and childcare providers have a part to play in helping to prevent children and young people from being drawn into extremism and terrorism.

What can I expect from this booklet?

Prevent should become a part of your existing safeguarding duties - this means that you can follow the same protocol that's covered in our Safeguarding Children eLearning course (with a few extra bits that we'll cover in this booklet).

This takes us to the four 'Rs' of child protection, and we'll be looking at these in relation to Prevent:

Recognise, Respond, Report, Record.

Prevent has struggled to affect some hearts and minds for the better; and given the nature of this subject, it can be difficult to discuss and bring into effect.

But because it's part of your legal safeguarding duty, we want to help you understand your role in this.

This booklet has been created to raise awareness and to shed some light on your responsibilities.

We want you to feel confident when you take on these extra responsibilities as part of your safeguarding role.

What information do I need to RECORD?

Record what you've seen, heard and done.

Make sure you pay VERY CLOSE attention at the time your concerns are raised, because you'll need to make a record as soon as possible. Start with the time, date and location, and then write down what happened.

You need to be as accurate as you can when you record:

- the child's behaviour
- what the child said (including the exact words they used)
- what the child spoke about
- your feelings and concerns at the time

You need to hand this written record to your DSP when you report it.

Food for thought:

When the child is talking to you...

You need to pay close attention to the words they use so you can see if it's their own words, or maybe the words of their parents, guardians or another influence.

You should allow the child to talk as much as possible without interrupting them. If they stop but you feel you need more information, AVOID asking leading questions such as "how did that make you feel?" Instead, go for direct questions such as "when did that happen?" and "what happened next?" to encourage the child to be as factual as possible.

If they ask you to keep it a secret, you need to be honest. You can say something like "so I can keep you safe, I need to pass this information onto someone who is trained to help."

How do I REPORT my concerns?

If you need to report a concern, go to your organisation's Designated Safeguarding Person (DSP) and they will follow procedure.

Only contact the child's parents or guardians if your DSP thinks it's appropriate.

Level of risk → appropriate referral.

Depending on the level of risk, there are different avenues to go down. This can include referring a child or young person to:

- youth workers
- youth groups
- social care workers
- counselling
- therapy

You can also contact the police on 101 (non-emergency number) for support and advice.

If you think anyone is in immediate danger, or if you think a crime has been committed, call emergency services (999).

How do I RECOGNISE a vulnerable person?

Approach Prevent Duty in a risk based way.

Your organisation should be aware of the risk of radicalisation in your workplace; and if YOU are up-to-date with the level of risk, you have a better chance of recognising a child or young person that might be vulnerable to radicalisation.

Children and young people that are vulnerable to radicalisation are often those that are vulnerable in other ways.

They may be (or may have previously been) neglected or rejected by family, isolated from friends, confused about gender or sexuality, physically or emotionally abused, bullied or victimised; they may have suffered a loss, be stressed about school work and exams, or simply feel pressurised to adopt the beliefs of those close to them.

Your **Safeguarding Children** training will have taught you how to recognise signs of these things.

Always use your professional judgement and common sense when assessing risks.

That's where the tricky bit comes in - it's very difficult to know if radicalisation is playing a part or not, so assess the risks based on what you see.

It's important to consider your knowledge of the child's:

- character
- usual behaviour
- home life (parents or guardians, influences, living conditions)
- existing vulnerabilities or problems (if any)

You may have cause for concern if you notice a child is:

- becoming withdrawn or secretive
- showing intolerance towards others
- expressing grievances or feelings of injustice
- expressing sympathy or support for extremist views

Things to consider:

Radicalisation can come from within the family, from friends, or through the internet – particularly social media. It's less likely that young children will be radicalised, but it IS possible.

Emotions are powerful. Teenagers and young people are often searching for excitement, meaning and a sense of belonging and identity. Extremist and terrorist organisations offer friendship, empowerment, support, community and adventure to vulnerable people.

It's possible for children and young people to get excited and discuss new ways of thinking with people they trust – and YOU could be one of these people. If a child or young person says anything that concerns you, you need to RESPOND.



Food for thought:

This information isn't just relevant to you at work – it's relevant to you as a parent, a grandparent, an aunt or uncle, an older sibling, a friend.

How do I RESPOND?

It DOES NOT mean a child is being radicalised because they are behaving in a certain way, or because they are vulnerable in other ways. But if your common sense, professional judgement, or even your gut is telling you to take action because a child's behaviour concerns you, follow your organisation's normal safeguarding procedures.

Encourage communication.

If a child shows an interest in extremist ideology or support of any terrorist organisations, you should encourage them to talk about it. Stay calm, let them talk freely and listen carefully. Respond in an age-appropriate way and do your best to make the child feel as comfortable as possible. Never promise them you'll keep the conversation confidential, because you'll need to report it afterwards.

Teach youngsters to think critically.

It's crucial to teach children to develop critical thinking skills, so they can learn to challenge extremist ideologies.

Create a safe space for children to openly discuss sensitive subjects.

If certain children show intolerance of another's culture or beliefs, it can be useful having children from different cultural backgrounds sharing their side of the story. This can help build understanding and tolerance within the class, and gives everyone the opportunity to learn. If you're having an open discussion with your class about subjects such as intolerance, extremism or terrorism, it's a good opportunity to steer their thoughts towards the Fundamental British Values, or to discuss the ways these values are followed on a daily basis (see page 7).