

# PREVENT

## Information for Parents/Carers

### What do you need to know about the PREVENT duty

The PREVENT duty is the duty in the Counter-terrorism and Security Act 2015 on specified authorities, including schools, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

See ALSO our Child Protection Policy (Appendix 11).

This gives a lot more detail about the duty to PREVENT in relation to Queen Elizabeth High School.

#### **Some facts:**

PREVENT is a government strategy which addresses safeguarding people and communities from the threat of extremism. It aims to stop people from becoming terrorists or supporting terrorism.

Schools have a legal duty to prevent people being drawn into terrorism or extremist activity.

This might be the kind of terrorism we see on TV and the news connected with Islamic perspectives. It could be associated with right wing; or racist views promoted by groups such as the EDL (English Defence League) or BNP (British National Party) and sometimes it might be a lone individual who wants to hurt people.

If we spot signs, we have to report them. In school we would use our own safeguarding reporting routes (as detailed in our policy). However, if you have any concerns please get in touch with our Designated Safeguarding Leads or our pastoral team.

If we, or you as parents, spot a person who seems to be expressing themselves in a way that shows he/she is vulnerable to extremism, it is a good idea to offer them our support early on rather than when it is too late, and they have already become involved.

Vulnerable people might be unhappy about the behaviour or treatment of another religious group, angry about migrant communities and may have even developed feelings of hatred.

Vulnerabilities include:

- **Identity Crisis** – Distance from cultural/religious heritage and uncomfortable with their place in society around them
- **Personal Crisis** – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- **Personal Circumstances** – Migration; local community tensions; events affecting country or religion of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- **Unmet Aspirations** – Perceptions of injustice; feeling of failure; rejection of civic life
- **Criminality** – Experiences of imprisonment e.g. of family members; poor resettlement/reintegration, previous involvement with criminal groups

As parents (and teachers) we need to consider RISK FACTORS.

These include:

### **Access to extremism/extremist influences**

- Is there reason to believe that the child/young person associates with those known to be involved in extremism – either because they associate directly with known individuals or because they frequent locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremism activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/military training camps/locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

### **Experiences, Behaviours and Influences**

- Has the child/young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyles/dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

### **Travel**

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

### **Social Factors**

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?

- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

**More critical risk factors could include:**

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

They may also talk openly about a group they want to target, e.g. in a public place or on social media.

We all need to do something as soon as we spot warning signs. We should not/cannot wait for something to develop or pass it off as 'banter' or ignorance.

The people who are most at risk from being drawn into terrorism can be helped. School has access to a variety of sources of help and advice and we are happy to advise you as parents or sign post to where you can get help. There is a programme called CHANNEL which is a source of early intervention support.

The internet and social media are used by terrorists to recruit people online. You can report anything you think is starting this process online if you see it. Please contact school if you have a concern and we will help or sign post you to a source of help.

If you see or hear anything at all that gives you cause for concern for your son/daughter then please contact Diane Harris, Queen Elizabeth High School Safeguarding Lead, and she will talk to you about it. In addition if you need to report quickly then there is a confidential UK **anti-terrorist hotline**: 0800 789321. You can also call **101**, this includes if you suspect someone is trying to radicalise you.

This important issue is explored in PSHE lessons and through aspects of our assembly programme. We know we need to raise the awareness of our students to this highly important issue through the promotion of British Values.

We all need to be aware that the current UK threat level for international terrorism is **severe** and this means a terrorist attack is highly likely.

As always we want to work in partnership with you regarding all issues associated with the safety and wellbeing of our students. Please do not hesitate to contact us should you require further details.

Contact the Designated Safeguarding Lead, Diane Harris, [dharris@qehs.net](mailto:dharris@qehs.net) or Deputy Designated Safeguarding Lead, Emerson Brown, [ebrown@qehs.net](mailto:ebrown@qehs.net).

In addition you may find the following website a good source of information, advice and support:

<http://educateagainsthate.com/>