

The Prevent Duty and Fundamental British Values (FBV)

Articulating and Implementing The Prevent Duty (DfE June 2015)

Introduction:

This information aims to support and further develop your understanding and **engagement** with **Part Two of the Teachers' Standards** (DfE 2012) The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values. With specific reference to safeguarding, the Prevent Duty (2015) places a statutory requirement on trainees, teachers and childcare providers to prevent the grooming and radicalisation of children and young people; keeping them safe from harm.

“Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm” Home Office, The Prevent Strategy 2011

(This information also contains frequently asked questions (FAQs) related to Prevent; Glossary of terms and mind maps to illustrate the implementation of Prevent and fundamental British values into your teaching)

Background

As trainee teachers on the Primary, Secondary, Early Years and EYTS routes, you are tasked, not just with teaching children, developing their knowledge and understanding as another major part of your role includes knowing how to look after and to keep children safe, helping them to develop skills and attitudes that help us to live together in an increasingly diverse society. Much of this will be done in collaboration with schools, however, in line with Part Two of the Standards you are required to demonstrate ability to articulate and implement The Prevent Duty (DfE June 2015) and to promote fundamental British values (FBV), including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. The Prevent Duty came into force in July 2015 placing a statutory requirement on all schools, registered early years and later years childcare providers to have regard to the statutory guidance. It places a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. This requirement is also reiterated in the Ofsted Common Inspection Framework (CIF) as part of the inspection framework from September 2015, Ofsted will assess trainees' ability and confidence to articulate and implement the Prevent Duty 2015 and promote British values.

The requirement to promote British Values

- In June 2014, the then secretary of state for education, Michael Gove, announced that schools would be required to promote Fundamental British Values (FBV) from September 2014.

- In November 2014, the Department for Education (DfE) produced non-statutory guidance on how schools should promote FBV through Spiritual, moral, social and cultural aspects of the curriculum (SMSC). The DfE states that SMSC has a part to play in preventing all forms of extremism and building resilience to grooming and radicalization. SMSC should be part of every school's safeguarding, curricular and extra-curricular provision. British values as part of spiritual, moral, social, and cultural (SMSC) development.
- In July 2015 The Prevent Duty came into force. All schools and childcare providers (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs, violence or other harm. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves. The Prevent Duty can be implemented through FBV and SMSC
- Citizenship is in the National Curriculum and is statutory in Secondary schools. It is a natural place for many of the current requirements around SMSC, British values and the Prevent Duty. It includes aspects on the British political and legal system. Citizenship education should be used foster pupils' keen awareness and understanding of democracy and life in modern Britain.
- Community cohesion - Schools can contribute to community cohesion through:

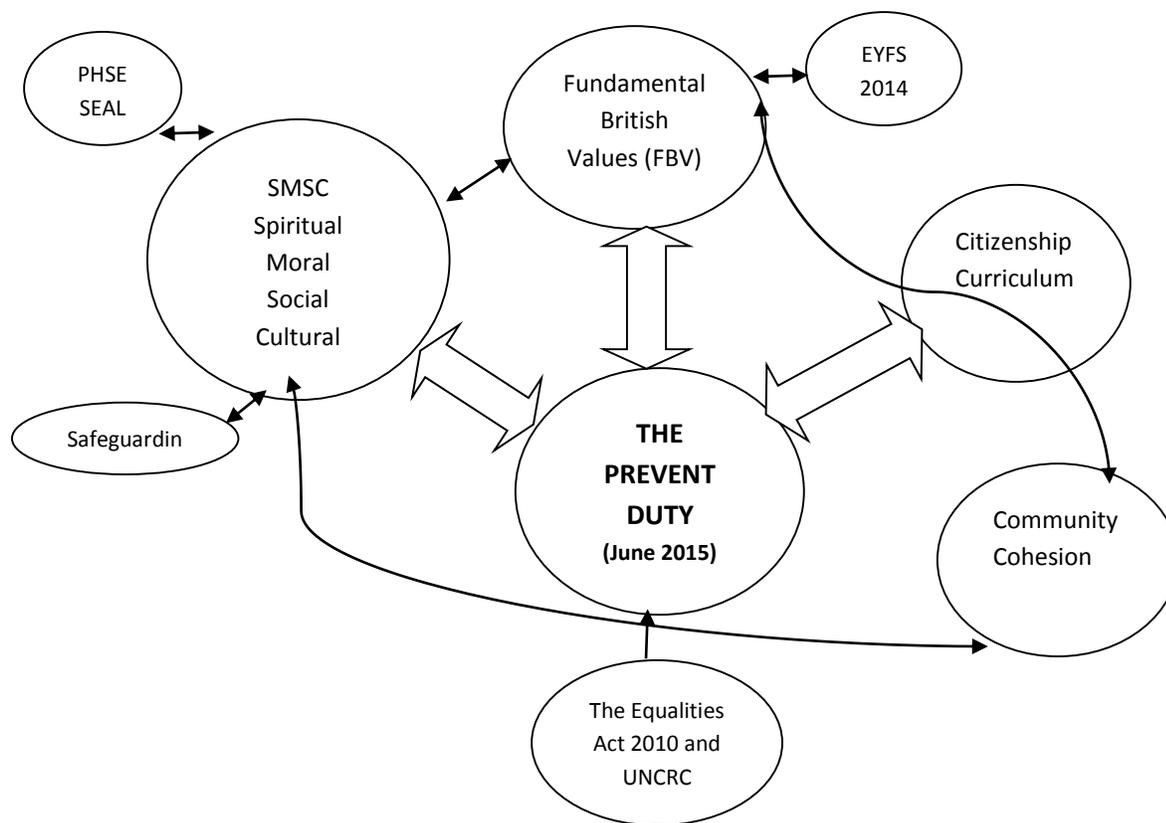
Promoting diversity and shared values in teaching, learning and curriculum

Ensuring equity and excellence for all pupils

Engagement and extended services to provide opportunities for people of different backgrounds to come together

Safeguarding, SMSC and mainstreamed Prevent education is about inclusion; challenging stereotypes, recognising and understanding multiple identities, equity, rights, responsibilities and democracy. It is concerned with the local, national and global.

Diagram illustrating the implementation of the Prevent Duty through the various aspects within the curriculum



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Frequently asked questions (FAQs)

What is Prevent?

'Prevent' relates to the Counter Terrorism and Security Act 2015 which came into force on 1 July 2015. Since July 1 2015 there has been a duty on schools to have 'due regard to the need to prevent people from being drawn into terrorism'. This is called the *Prevent* duty. *Prevent* is part of the Government's counter terrorism strategy. Its aim is to stop more people from becoming terrorists or supporting terrorism in all its forms.

Why is it important for me to know about the Prevent duty?

The Prevent Duty came into force in July 2015. As a trainee teacher you are required to demonstrate your knowledge and understanding about Prevent along with how you would promote this duty through SMSC, fundamental British values, Citizenship and EYFS - in line with part two of the Teachers' Standards

What is SMSC?

It stands for spiritual, moral, social and cultural development of children. The new guidance for schools on SMSC which was issued in November 2014 is in accordance with the Prevent

Strategy, which requires schools to address **difference, equality and British values** across the curriculum. It involves exploring challenging issues and encouraging **dialogue, reflection and the making of informed choices** – seen as an integral part of educating for a safe, equitable and just society. It should also uphold British values, encouraging mutual respect and tolerance for all faiths and beliefs and exploring difference, equality and belonging across the curriculum

What are 'Fundamental British values' is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

How does Prevent relate to British values?

Schools have been required to promote British values since 2014, and this will continue to be part of our response to the Prevent strategy.

How does it apply to schools?

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Do I teach British values and Prevent separately?

No – you need to embed British values and the Prevent Duty within your planning and teaching and show ability to articulate this if needed. You will also find that these values are implicit within the School ethos but as a trainee you will need to seek this information.

How can I assess my school's 'Prevent provision'?

Schools may already be addressing aspects of the revised Prevent Duty through existing practice but you need to make the corresponding links to those outlined in the 'Promoting fundamental British Values as part of SMSC in schools' guidance issued by the DfE in November 2014

Who should I ask for further advice in school?

For advice speak to the designated person in your school who has received the Prevent training.

How should I be addressing Prevent in the context of Early Years?

The Department for Education (DfE) statutory requirements for Early Years are clear that the fundamental British values are already implicitly embedded in the 2014 Early Years Foundation stage. However the EYFS need to address the Prevent Duty, which is part of the Counter Terrorism and Security Act. The Prevent Duty says that early years providers should have "due regard to the need to prevent people from being drawn into terrorism"

What is extremism?

Vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs.

Ideology - is a set of beliefs

Terrorism - is a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

Radicalisation - is the process by which a person comes to support extremism and terrorism

What is Channel?

Channel is a national project that has been put in place to safeguard individuals who may be vulnerable to recruitment by violent extremists. It involves a multi-agency process which

provides support for those who may be vulnerable from being drawn into terrorism. It is chaired by the local authority. It is Confidential and Voluntary Process

How do I make a referral/pass on information?

If you have any concerns about an individual and work for a partner organisation, please speak with your organisation's safeguarding lead. They will be able to advise and guide you about making a referral. If you have any concerns about an individual and are a community or family member please refer to the contact details in this leaflet.

Is there an age limit?

No, Channel will accept referrals for any individual who displays a vulnerability to violent extremism, regardless of age.

Is the information I provide confidential?

Channel operates within a number of legal and statutory frameworks to ensure that data protection and human rights principles are adhered to. The exchange of any information must be necessary, proportionate and legal.

Glossary of terms

'Having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

'Extremism' is defined in the 2011 *Prevent* strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Interventions' are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. *Prevent* includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

'Safeguarding' is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorist-related activity.

Terrorism - The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism 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 to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist

legislation, but which are judged to be committed in relation to terrorism.

'**Vulnerability**' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within *Prevent*, the word describes factors and characteristics associated with being susceptible to radicalization

Items for further reference

DfE (2014) Promoting Fundamental British Values as Part of SMSC in Schools. London: Department for Education.

DfE March 2015 Working together to safeguard children. A guide to inter-agency working to safeguard and promote the welfare of children. London: Department for Education.

DfE (2015) Keeping children safe in education

www.gov.uk/government/publications/keeping-children-safe-in-education--2.

DfE (2015) Working together to safeguard children

www.gov.uk/government/publications/working-together-to-safeguard-children--2.

DfE (2015) The Prevent Duty

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

DfE (2015) The prevent Duty Guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance>

DfE (2012) Teachers' Standards

<https://www.gov.uk/government/publications/teachers-standards>

Ofsted, August 2015. Inspecting safeguarding in early years, education and skills settings.

www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015.

P4S – Prevent for Schools

www.preventforschools.org

Rights respecting schools, UNICEF

<http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/>

The Counter-Terrorism and Security Act 2015

http://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod_9780111133309_en.pdf