

Prevent Support Pack for Schools and Childcare Providers

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1. Introduction

Since 1 July 2015, schools and childcare providers have a legal duty to prevent young people from being drawn to terrorism. Schools should be alert to issues around staff, pupils and parents. The Counter Terrorism and Security Act 2015 puts a responsibility on schools to participate in work to prevent young people from being drawn into terrorism, and to challenge extremist ideas that support, or are shared by, terrorist groups. This is called the Prevent Duty.

Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

This guidance relates to the following specified authorities:

- **The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools including academies and free schools and alternative provision academies**
- **Pupil referral units**
- **Registered early years childcare providers**
- **Registered later years childcare providers**
- **Providers of holiday schemes for disabled children**
- **Persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately**
- **Persons authorised by virtue of an order made under section 70 of the Deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996**

The full guidance to these duties can be found here: <https://www.gov.uk/government/publications/prevent-duty-guidance>

This guidance should be read in conjunction with other relevant guidance, which includes:

Working Together to Safeguard Children <https://www.gov.uk/government/publications/working-together-to-safeguard-children>

Keeping Children Safe in Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers. <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

2. Risk Assessment

Specified authorities will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk and intervening as appropriate.

Institutions will need to consider the level of risk to identify the most appropriate referral, which could for example; include Channel or Children's Social Care. These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.



What you need to do: Relevant Safeguarding Policies, which include visiting speaker protocols, should be updated with the relevant changes and some suggested text and wording you could use is included just below. If you wish to have an individual policy on Radicalisation and Extremism then a template for this is attached along with this support pack. Alternatively, you may find it preferable to just extract relevant sections and incorporate them into existing policies.

Radicalisation and Extremism

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of

any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Far Right / Neo Nazi / White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

2. Channel – What is it?

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation.

Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Channel is one tactical option employed by Prevent and has now been placed on a statutory footing.

We are particularly concerned not to encourage or create an environment where children are referred to Channel unless there is very clear evidence that they are being radicalised or they are developing an ideology and there is clearly no alternative or more proportionate means of dealing with the issue. Referring very young people has rightly been a source of community concern and risks undermining the credibility of the Channel programme as a whole. Association with any non - prescribed organisation is not in itself sufficient to justify a referral but would require additional behaviours that suggests that they are moving towards terrorism rather than just associating or being attracted to a group that manifests extreme ideologies.

The engagement, intent and capability of the young person needs to be considered prior to making a referral. The Referrals section further on in this pack provides a guide on factors to consider when making referrals.

To understand more about the Channel Programme further information can be found here:
www.gov.uk/government/publications/channel-guidance



What you need to do: A general awareness online short course is available here:
http://course.ncalt.com/Channel_General_Awareness

This short course which allows you to print off a certificate of completion covers the following:

- Explains how Channel links to the government's Counter Terrorism Strategy
- Describes the Channel process and its purpose
- Identify factors that make people vulnerable to radicalisation
- Define safeguarding and risk ownership of the Channel process

4. Staff Training

Specified authorities should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism

and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.

Workshop to Raise Awareness of Prevent (WRAP) This will benefit those new to counter terrorism. It will cover what radicalisation and vulnerability really mean, how this translates into a community relationship and covers elements of the PREVENT strategy, Risk and Threat process, Right Wing Extremism, Al Quaida and Safeguarding.



What you need to do: Senior Leadership Teams, Safeguarding Leads, Designated and Deputy Designated Teacher for Child Protection are encouraged to attend this workshop.

PLEASE NOTE - Prevent training can be booked through the Sandwell Children's Safeguarding Partnership website <http://www.sandwellscb.org.uk/site/training.html> or by emailing Pardeep_Brar@Sandwell.gov.uk

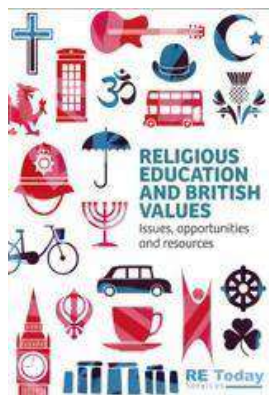
However, a general awareness online short course is available http://course.ncalt.com/Channel_General_Awareness

5. Resources and Training

Educate Against Hate <http://www.educateagainsthate.com>

Schools are places where there are risks of radicalisation and opportunities to prevent it; it is recognised that there is a demand for resources, training and information. As such, the Home Office and DfE have worked together to develop a new website 'Educate Against Hate'. The website, aimed at teacher, school leaders and parents, brings together Government advice and signposts high quality information from organisations, including the NSPCC, Internet Matters, Childnet and Safer Internet Centre. It also provides links to classroom resources that teachers can use when discussing radicalisation and extremism with their classes.

Religious Education and British Values



Sandwell Council have liaised with advisors at 'RE Today' and purchased a toolkit for all schools in Sandwell to receive guidance on 'How RE can contribute to promoting British Values in your school'. It has been written and edited by the RE Today Advisory Team and contains up-to-the-minute guidance, a review of the inspection requirements, suggestions for policy and curriculum development and some tried and tested RE lesson ideas that explore tolerance, respect, democracy, the rule of law and individual liberty.



What you need to do: If your school has not received this toolkit then please email Area Education Officer - Bob Brooks: bob_brooks@sandwell.gov.uk

6. IT Policies

Specified authorities will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

Many extremist groups who advocate violence use the internet as a means of either inciting violence against specific groups or providing information on preparing explosives or carrying out terrorist acts. Because of their personal circumstances, some young people may be susceptible to these influences.

Staff need to be aware of those students who are being targeted by or exposed to harmful influences from violent extremists via the internet. Students and staff are warned of the risks of becoming involved in such groups and informed that accessing such websites is against school policies. All incidents should be dealt with as a breach of the acceptable use policies and the school's behaviour and staff disciplinary procedures should be used as appropriate. The e-safety officer and the designated child protection officer should record and review all incidents in order to establish whether there are any patterns of extremist groups targeting the school

and whether current school procedures are robust enough to deal with the issue.

- Internet filtering systems prevent or block users' access to unsuitable material. When the filtering system is turned on, users cannot open or link to sites that the filtering system recognises as unsuitable. Many filtering systems will also provide facilities to filter incoming and outgoing email.
- Filtering is an effective tool, but it is important to remember that no filtering software is fool proof and should be combined with the full range of internet safety measures such as acceptable use policies, monitoring pupil/staff activity, and education and awareness.



What you need to do: review the ICT policy and practice to:

- Ensure that hardware and software systems used in the school are accredited. These require providers to block illegal content and at least 90% of inappropriate content. The definition of illegal content includes racist and hate material, and material that promotes violence or attack on individuals or institutions on the basis of religious, racial or gender grounds
- Review the Acceptable Use Policy of the school for pupils and staff to ensure that use of material related to violent extremism is prohibited; and ensure pupils, staff and governors are clear on the policy, monitoring practices and the sanctions
- Ensure that staff, pupils and parents are aware of the issues regarding risk and responsible use and are discerning and discriminating consumers of on-line information
- Ensure internet filtering systems prevent or block users' access to unsuitable material. When the filtering system is turned on, users cannot open or link to sites that the filtering system recognises as unsuitable. Many filtering systems will also provide facilities to filter incoming and outgoing email.
- Remember that filtering is an effective tool, but it is important to remember that no filtering software is fool proof and should

be combined with the full range of internet safety measures such as acceptable use policies, monitoring pupil/staff activity, and education and awareness.

Report normal hacking to local police and CT related to local police and the internet referral unit

<https://www.gov.uk/reportterrorism>

7. Referrals

All schools should follow their usual safeguarding policies in order to protect a child from extremism and radicalisation, starting with seeking advice from your own safeguarding leads. We advise that concerns of a serious safeguarding nature that still exist beyond the expertise of school staff should be reported in the usual way to the Multi-Agency Safeguarding Hub (MASH). Any other nonurgent queries or general advice and guidance should be sought by emailing [Pardeep Brar@Sandwell.gov.uk](mailto:Pardeep_Brar@Sandwell.gov.uk)

If a child is at immediate risk to harm themselves or others or at risk of imminent travel that is of concern, then you should call 999.

You can also contact the Counter Terrorism Hotline 0800 789 321.

The Department for Education have set up a helpline you can call 020 7340 7264 or email counter_extremism@education.gsi.gov.uk to raise concerns directly with the department.

As a basic reference point the table below gives some guidance on the factors to consider when making a referral. There should be 1 or more Risk Factors/underlying issues **plus** 1 or more CT/DE Vulnerability factors. However, if there are **CT/DE vulnerability factors alone** they do not need to link with an underlying issue and should be considered for referral.

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. There are many factors that could make somebody susceptible to radicalisation. When a referral is received the individual is assessed on three areas: engagement, intent and capability.

Risk Factors/underlying issues	CT/DE Vulnerability factors
<ul style="list-style-type: none"> ➤ Mental Health ➤ Home schooling ➤ Unsupervised access to internet ➤ Dysfunctional family ➤ Social isolation ➤ Lacking a stable life ➤ Limited theological/religious understanding ➤ Grievances or sense of injustice ➤ Lack of belonging ➤ Low self esteem ➤ Easily controlled or controlling of others ➤ Express hatred to others or a group ➤ Lack of trust in authorities ➤ Not in education/unemployed <p>(although many susceptible individuals are in school or HE/FE education)</p>	<ul style="list-style-type: none"> ➤ Family/associates linked to extremism ➤ Attend vulnerable locations permissive to extremist ideology ➤ Express support for extremist ideology or extremist groups(CT or DE) ➤ Attended extremist protests or gatherings ➤ Has expressed support for ISIS/IS ➤ Viewing extremist material on line ➤ Access to extremist literature (CT or DE) ➤ Express desire to travel to theatres of war/conflict zones: ➤ Syria ➤ Yemen ➤ Parts of Iraq, Afghanistan & Pakistan ➤ Potentially Somalia/Libya ➤ Associated to travellers via school/friend/family networks ➤ Contact with others in vulnerable countries <p>(see FCO travel advice website for up to date guidance www.gov.uk/foreigntravel-advice)</p>

8. Ofsted inspection framework

In summary there are five areas which schools are inspected on:

- 1. Overall effectiveness: the quality of education provided in the school**
- 2. Quality of leadership in and management of the school**

3. The behaviour and safety of pupils at the school

4. Quality of teaching in the school

5. Achievement of pupils at the school

The first three areas are very relevant to Prevent and are clearly mentioned within the framework for inspections. The table below highlights what schools need to be demonstrating they are doing or working towards:

INSPECTION AREA	WHAT SCHOOLS NEED TO DEMONSTRATE
<p>Overall effectiveness:</p> <p>the quality of education provided in the school</p>	<p><u>Defining spiritual, moral, social and cultural development</u></p> <p><i>The spiritual development of pupils is shown by their:</i></p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values <p><i>The moral development of pupils is shown by their:</i></p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues <p><i>The social development of pupils is shown by their:</i></p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic background

	<ul style="list-style-type: none"> • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p>Guidance on promoting fundamental British values in schools is available at: https://www.gov.uk/government/news/guidance-on-promoting-british-values-inschools-published</p> <p><i>The cultural development of pupils is shown by their:</i></p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
<p>Quality of leadership in and management of the school</p>	<p>Inspectors should consider how well leadership and management ensure that the curriculum:</p> <ul style="list-style-type: none"> • actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs • promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community

The behaviour and safety of pupils at the school	When judging behaviour and safety, inspectors should consider:
	<ul style="list-style-type: none"> • types, rates and patterns of bullying and the effectiveness of the school’s actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment • the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, <u>radicalisation and extremism</u> and are aware of the support available to them • the school’s response to any extremist or discriminatory behaviour shown by pupils



What you need to do: Use the supporting document ‘Prevent audit list’ that will be sent along with this pack to monitor your progress in complying with the Prevent Duty.