

Ealing Prevent Toolkit for Schools

A step by step guide to
implementing the Prevent duty through
a whole school approach



Ealing

www.ealing.gov.uk



Healthy Schools
EALING

Contents

3 Section 1: Background

- 3** Welcome
- 4** Background

5 Section 2: Step-by-step guide

- 6** Step 1 Organise a Prevent working group
- 8** Step 2 Plan and prepare your policy and practice
- 10** Step 3 Promote British values
- 14** Step 4 Promote online safety
- 16** Step 5 Communication
- 17** Step 6 Review, monitor and evaluate
- 18** Prevent Working Group Checklist
- 19** Resources and support

20 Section 3: Appendix

- 21** The Prevent Duty - a guide for schools
- 23** Implementing the Principles of the Prevent Strategy into Schools and School Practice
- 24** Prevent – School Policy and Practice Checklist Guidance
- 26** Prevent Baseline Survey Planning Suggestions
- 27** Prevent Incident of Concern Flowchart for School Settings
- 30** British Values Department Mapping Template
- 31** British Values – Cross Curricular Example Sheet completed by a secondary schools
- 32** Examples of best practice in promoting British values in Early Years
- 33** PHSE guidance - INCIDENTS
- 35** Useful links to resources online

Welcome

About the Toolkit?



This toolkit includes ideas, resources and practical approaches to support primary and secondary school practitioners to understand the principles of the Prevent strategy and implement the Prevent duty as part of a whole school approach.

This toolkit offers suggested guidance developed from experience and knowledge gained from the ARISE (Anti Radicalisation In Schools for Ealing) Network and effective practice gathered from Ealing schools, in collaboration with the Ealing Prevent, Health Improvement and School Effectiveness teams and Tower Hamlets Support for Learning Service.

We hope this toolkit provides you with the necessary support to address the new Ofsted inspection framework that sets out new expectations for schools to have an appropriate response to the risks posed by extremism.

Main sections in the Toolkit



- **Section 1: Background**
Background information and a summary of issues
- **Section 2: 6 step guide**
A step-by-step guide and suggested approaches to implementing the Prevent duty
- **Section 3: Appendix**
A resources section consisting of checklists, templates, case studies and activities

How to use the Toolkit



Implementing the Prevent duty effectively requires a holistic, whole school approach.

- 1** Read the 'Prevent Duty – A Guide for Schools' on pages 21-22, together with the recommended guidance from the London Safeguarding Children Board Practice Guidance and the Prevent Duty Guidance – DfE Departmental Guidance, June 2015, available from our Resources and Links section on page 33
- 2** Meet with your Head teacher, senior leaders, safeguarding team, governors and colleagues to set up a Prevent working group (or equivalent) – see page 6 for guidance
- 3** Follow the step-by-step guide on page 5 and use the Prevent School Policy and Practice Checklist Guidance on pages 24-25 to help keep you on track.



Background

What does the Prevent duty mean for schools?

The Prevent Duty is about ensuring that appropriate support is available for individuals who may demonstrate vulnerabilities to radicalisation. **This is an extension of the safeguarding process** in the same way that schools help to safeguard young people from child sexual exploitation, drugs and other forms of harm.

Background to ARISE and the toolkit:

In January 2016, **ARISE (Anti Radicalisation In Schools for Ealing)** represented by local schools, was established to progress the practical implementation of the Governments Prevent Duty 2015. School representatives were invited to participate in a consultation survey about Prevent and extremism.

The survey highlighted a need for specialist training for schools, guidance to manage risk assessment, referrals and concerns around radicalisation as well as engaging with parents:

- 90% wanted guidance on **curriculum resources around extremism and mapping British values**
- 70% indicated that they would value **training workshops** on radicalisation
- 80% requested guidance on **updating school policies**
- 70% requested information around **internet radicalisation and digital awareness**

This toolkit therefore includes:

- Information about bespoke training programmes we have developed for school leaders, staff, governors, Senior Leadership Teams (SLT) and Designated Safeguarding Leads
- Case studies, curriculum resources and extra-curricular ideas piloted by ARISE
- Risk assessment, policy and safeguarding referral pathway guidance
- National and local guidance on the Prevent Duty
- Resources and ideas for parents



“Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm”.

Prevent Strategy 2011 HM Government

Step-by-step guide

to implementing Prevent

Implementing the Prevent strategy is simple, but improper planning can cost you time and result in confusion amongst staff, pupils, parents and the school community. Follow the 6 simple steps below in order to help ensure your approach is successful, sustainable and has buy in from parents, pupils and staff:

step **1**

Organise a Prevent working group

step **2**

Plan and prepare your policy and practice

step **3**

Promote British values

step **4**

Promote online safety

step **5**

Communication

step **6**

Review, monitor and evaluate

Organise a Prevent working group

The key to a successful strategy is planning. Before you start you will need to think about:

- **What is the aim of introducing the Prevent working group?**
- **What will it look like in the school?**
- **Who will be responsible for overseeing it?**
- **How often will the group meet?**

In order to develop a holistic approach to implementing the Prevent duty, you will need to involve the whole school community. You can begin this process in the early planning stages by setting up your Prevent working group.

This group can begin to set out a clear and shared vision, and can include your school's:

- Senior leaders
- Designated safeguarding lead
- PSHE Coordinator

- CPD/Staff training lead
- Governing/parent body
- Student council
- Safer Schools Officer

Alternatively ask the Senior Leadership Team or an existing safeguarding forum to incorporate the Prevent duty into their regular meetings and include it as an ongoing agenda item – please note we will be referring to this forum as the 'Prevent working group' for the remainder of this toolkit

Agree on a staff member to be the school Prevent lead – this should be someone with senior leadership responsibility. Your group will work best if you also have a coordinator to undertake administrative tasks and convene meetings.

You will need to meet regularly to keep on track, and all

members should be clear of the objectives. It may not always be practical for the entire group to always meet together. The key lies in effective communication by the Prevent lead, ensuring that all stakeholders are regularly updated on any developments and given opportunities to share progress.

Before you begin, consider carrying out a baseline survey to identify your aims, for example to build staff confidence around understanding vulnerability or addressing controversial issues, or to promote an understanding of British values and how it is mapped across the school. There is a sample **Prevent Baseline Planning Survey** on page 26 for you to adapt and use in collaboration with the school's **Risk Assessment Model** available to download on our EGfL site.



Case Study:

Featherstone High School set up their Prevent working group to address issues around radicalisation head-on in school and work together to raise awareness amongst students



CASE STUDY

The Prevent working group:

- **Identified** staff confidence addressing issues sensitively in the classroom as a key issue
- **Agreed** that a wider network of people would be beneficial in putting together lessons, drawing on different knowledge and skills from the school community to share ideas and good practice, as well as to support workload management
- **Consists** of 8 volunteer members – the designated safeguarding lead, PSHE coordinator, and teaching and support staff. Someone who has an understanding of local community issues, or shares a subject knowledge or a general interest in discussing the issues would be useful.
- **Meet** regularly, circulating lessons or 'Reflections' items via email for feedback before sharing with the whole school
- **Share** workload, ensuring lessons are prepared in good time, by dividing planning
- **Promote** whole school initiatives, including vertical drop-down days, a Year 11 curriculum day focusing on critical thinking and propaganda, and topics such as values and identity into PSHE across all years
- **Monitor** training to ensuring all staff have attended WRAP (Workshop to Raise Awareness of Prevent) training, and have nominated a staff member to attend Ealing's 'Prevent Train the Trainer' session, to oversee and cascade in-school training

The Prevent working group proposed to achieve this through staff training, use of their 'Reflections' and PSHE programme

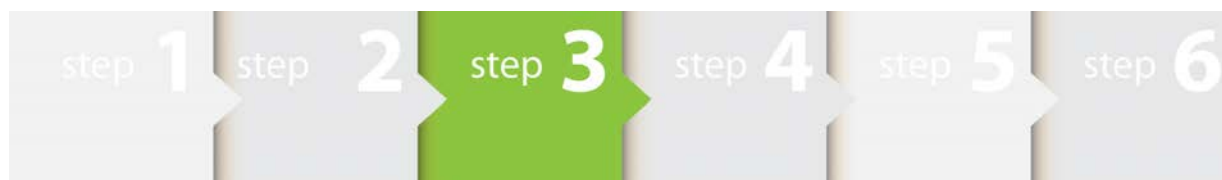


Plan and prepare your policy and practice

When you start planning your next steps it is important to consider the findings from your discussions to ensure your strategy is successful and embedded into the school culture. You will need to review your school policy and practices around Prevent, and can track this by referring to the Prevent Policy Guidance for Schools on page 23 and completing the Prevent Policy and Practice Checklist on pages 24-25

<ul style="list-style-type: none">Does your policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?	Departmental advice states that it is not necessary for schools to have a distinct policy on implementing the Prevent duty but it should at least be incorporated into the school's existing safeguarding policy. This should be regularly updated to take into account the different threats that arise from time to time. Find out more in our 10 point Plan on page 23
<ul style="list-style-type: none">Are lead Prevent responsibilities clearly identified in your safeguarding or Prevent policy?	As well as nominating a safeguarding and curriculum lead, your Prevent working group will need to recognise the lead who has responsibility for corporate security - with responsibility for checking visitors to the school and premises used by outsiders, ensuring record keeping is compliant and appropriate checks are done
<ul style="list-style-type: none">Does it specify how British values are addressed through the curriculum and other activities?Have these been mapped across age range and subject areas?	You will find guidance for schools, along with mapping templates, curricular resources and effective strategies for all schools and early years settings in our next section on Promoting British Values , on pages 10-13

<ul style="list-style-type: none"> • Are key staff confident to hold difficult conversations with students, or discuss incidents that could give rise to fears and grievances? 	<ol style="list-style-type: none"> 1 Please see the PSHE Association guidance that can assist in holding these conversations and discussing specific incidents with pupils. https://www.pshe-association.org.uk/curriculum-and-resources/resources/generic-framework-discussing-terrorist-attack 2 Please refer to the mnemonic for INCIDENTS in the appendix on page 33
<ul style="list-style-type: none"> • Does your Safeguarding Policy make explicit how Prevent concerns should be reported within school? 	<p>Ensure staff are aware that Prevent referrals involve following your school's existing child protection procedures, using the Notice – Check – Share guidance. To support schools, the Ealing Prevent Team have designed a Prevent Incident of Concern Flowchart for School Settings on page 27 outlining simple steps and useful contact details for schools to follow, as well as when cases should be referred to Ealing Children's Integrated Response Service (ECIRS) for further support.</p>
<ul style="list-style-type: none"> • Is there a specific Prevent risk assessment? 	<p>You might have a specific risk assessment for Prevent or it can be included as part of your school's wider risk assessment procedures. To support you, the Ealing Prevent Team have designed risk assessment guidance and templates which can be integrated into your existing documentation or used as an appendix, available on our Prevent page on EGfL: www.egfl.org.uk/prevent</p>
<ul style="list-style-type: none"> • Has the school ensured its internet security systems prevent access to unauthorised or extremist websites? 	<p>Schools in England and Wales are required <i>“to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering”</i> (Revised Prevent Duty Guidance: for England and Wales, 2015). Furthermore, it expects that they <i>“assess the risk of [their] children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology”</i>.</p> <p>The UK Safer Internet Centre has produced 2 guides, aimed to help schools (and providers) comprehend, in conjunction with their completed risk assessment, what should be considered as ‘appropriate’ filtering and monitoring. You can download the guidance here: http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring/appropriate-filtering</p> <p>It is important to recognise however that no filtering systems can be 100% effective and need to be supported with good teaching and learning practice and effective supervision.</p>



Promote British values

In November 2014, the Department for Education (DfE) produced non-statutory guidance on how schools should promote British values as part of spiritual, moral, social, and cultural (SMSC) development:

“Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs”

Ofsted has updated the inspection handbook to set out what inspectors should look for:

Paragraph 138 says inspectors should assess the social development of children by their:

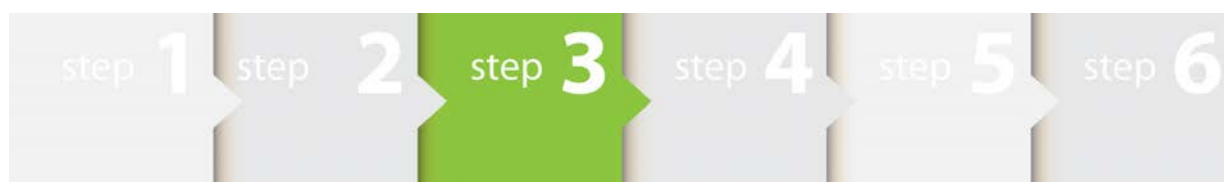
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Paragraph 141 says that in making the judgement for schools, Inspectors will consider:

- how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

School Inspection Handbook – updated 23 August 2016

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>



Ofsted will be looking for evidence of how British values permeate through the school. Below are some suggestions, resources and case studies for schools to consider in planning their approach:

Curriculum

How can subject leaders demonstrate this in lessons?

The curriculum provides many opportunities for promoting British values. Many schools will already be addressing these through subjects such as PSHE, RE, Citizenship, English, and Geography. Firstly, you may want to:

- Identify opportunities across subjects and outside of the curriculum where these values can be demonstrated
- Review schemes of work and highlight topics which broadly reflect these values

A selection of lesson plans, activities, templates and ideas used in schools is available on our USB drive available at the conference or from the Ealing Prevent Team: preventschoolsinfo@ealing.gov.uk

Beyond the curriculum

A holistic approach can develop a strong school ethos to promote these values, e.g. via:

- Assemblies and collective worship sessions to address how British values are relevant to all pupils
- Circle time to promote critical thinking, opportunities for dialogue to discuss current affairs and topical issues
- International days to celebrate cultural awareness
- Fundraising initiatives to raise awareness and support for global humanitarian issues
- Peer-mentoring, e.g. School CyberMentors Programme to build resilience, promote respect, social activism and peer-support
- Debating clubs to discuss local, national and global issues

Resources

You can refer to the following resources on pages 28-32 to get started:

- 1 Prevent – Guidance for Schools on Promoting British Values**
- 2 Department Mapping Template:** this grid enables subject leaders and departments to identify topics and opportunities with their teams and map them against key objectives around British values
- 3 British Values – Cross Curricular Example Sheet for Secondary Schools:** an example of Greenford High School's mapping grid completed by departments
- 4 Examples of Promoting British Values in Early Years –** suggested approaches from our Early Years team in Ealing



Secondary School Case Study:

Greenford High School's Prevent working group carried out a departmental mapping of British values, to identify opportunities across subject areas and outside of the curriculum where these values are demonstrated.



CASE STUDY

Examples where the school promotes British values include:

- **Linking objectives related to British values to curriculum units** across PSHE, English, Mathematics, Politics, Social Science, Media, ICT, Modern Foreign Languages and other subjects across KS3, KS4 and KS5 – see 'British Values – Cross Curricular Example Sheet for Secondary Schools' on page 31
- Having a **student council, holding mock elections and encouraging students to nominate peers** for the Jack Petchey Community Awards, to promote pupil participation in a democratic way
- Holding **regular assemblies to address extremism, online safety, radicalisation and how British values** are relevant to all pupils
- The school mission statement and behaviour policy revolve around 'moral and social responsibility' with **humanity and respect as core values – this is reinforced regularly through assemblies**
- Organising **drop-in sessions run by CyberMentors (student peer mentors)** where students can ask questions and discuss issues or concerns such as online safety, bullying or discrimination in a safe space
- **Empowering students** to develop a strong sense of identity and become positive role models through social action, volunteering, delivering assemblies, cybermentoring, community and fundraising projects for charities
- **Talking to parents and carers** about the risks of possible radicalisation
- **Arranging visits from 'Your Life You Choose'**, where authorities such as the police and youth justice organisations reinforce the importance of the rule of law



Primary School Case Study:

Berrymede Junior promotes British values holistically as a UNICEF Rights Respecting School, fostering understanding, cooperation and equality under the umbrella of rights, respect and responsibilities:



CASE STUDY

- **Pupils decide upon their class charter** and the rights associated with these at the start of each year, which permeates into all aspects of school life
- A group of **pupils are nominated as UNICEF Ambassadors to discuss rights, present ideas and assemblies** on global issues and review school policies with staff
- **Pupils have been trained as school CyberMentors** to promote online safety, build resilience and act as buddies
- **Pupils are encouraged to make a difference as local and global citizens** through initiatives with 'WE Day' and the charity 'Free the Children', who delivered assemblies and workshops inspiring them to promote social change
- **Pupil ambassadors are involved in making decisions about the school**, such as fundraising and cultural celebration days, i.e. International Day, through a carousel of activities looking at art, music, drama, literature and food from across the world, which raised £400 for UNICEF
- **Teachers believe it is crucial to discuss the news and tackle controversial issues through open discussions in the classroom** - As part of a year 6 literacy lesson, Think Global's '10 Critical Questions' were used as a framework to discuss extremism, as part of supporting the broader vision of developing the quality of boys' writing

Welcome to Berrymede School

An outstanding school and a happy place



Berrymede awarded
RRSA Level 1 –

*'It is clear that UNICEF Rights
Respecting core values are
embedded across the school'*

Promote online safety

Online safety is a whole school issue and can only be effectively addressed through collective critical thinking and a social, cultural and educational approach. Follow our simple steps below to empower your school community with the knowledge and skills to stay safe and build resilience online as part of a whole school approach:

Carry out a needs analysis to identify issues and concerns
e.g. Health and Related Behaviour Survey and Ealing staff online safety audit

Update your Acceptable User Policy regularly for staff and pupils to reflect changes in technology
Ensure these are signed annually and linked to the behaviour policy and staff code of conduct

Establish clear reporting and referral routes, monitor and log concerns to spot trends
Refer staff to the 'Response to an Incident of Concern' flowchart

Set up an online safety/safeguarding committee to meet regularly to address concerns, assess risk and develop training. e.g. designated safeguarding lead, senior leader, PSHE coordinator, staff from pastoral/inclusion, a governor and safer schools officer

Ensure ALL staff attend online safety training, including support staff
Incorporate into INSET and new staff induction, update staff regularly at briefings and via your VLE/online portal

Empower your pupils through age appropriate and cross-curricular initiatives around online safety to promote positive behaviour online. Include induction day, across PSHE, Computing, assemblies, circle time discussions, Safer Internet Day (Feb) and Anti-Bullying Week

Raise parent and carer awareness to share developments, reinforce good practice at home and signpost to support
E.g. via parent evenings, stalls at events, newsletters, Digital Parenting Magazine, leaflets and updates on school website

Develop a CyberMentor programme or equivalent to promote peer support and a student taskforce of online-safety ambassadors to deliver assemblies, run drop-in mentoring sessions, clubs and stalls at parent evenings

Useful Online Safety Resources:

Trust Me:



Childnet's Trust Me is designed to promote critical thinking online. It has a primary and secondary pack with lesson plans and activities to empower teachers and young people to discuss themes around Content, Contact and Propaganda. Ideal for PSHE, citizenship and digital literacy, with applications across the curriculum

<http://www.childnet.com/resources/trust-me>

CEOP Think u know:



The CEOP Think u know website has lots of resources for all ages, including cyberbullying, relationships, sex and the internet

<https://www.thinkuknow.co.uk/>

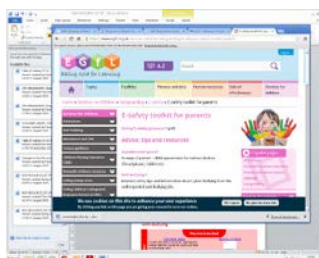
LGFL Online-Safety Portal:



The new LGFL online Safety Portal is comprehensive database of online safety resources for teachers, school leaders and parents. The LGFL site also includes teaching materials to develop British values that foster deeper understanding and informed debate amongst young people.

<https://www.os.lgfl.net>

Online Safety Toolkit on EGfL:



Information and advice for schools, parents and pupils. The EGFL site also has lots of resources including policy information, audit tools and key documents for delivering online safety in schools.

<https://www.egfl.org.uk/online-safety>

Communication

Feedback from the discussion process will help formulate a plan for how you will communicate and promote your Prevent strategy. Below are some ideas and activities to help. Remember that clear communication and consistent messages will create awareness of your strategy and get buy in from the whole school community:

- **Run an Inset session:**

As well as delivering a staff WRAP session, you can also raise awareness of British values, and allocate 20 minutes for subject leaders and department heads to meet with their teams to complete the **department mapping template** on page 30. Once they have identified opportunities where they promote these, they can be collated and mapped into a whole school grid, as per **Greenford High School's example** on page 31. This can be used by SLT or Prevent leads to evidence cross curricular delivery, shared with Ofsted and included in your school delivery plan

- **Reinforce key messages and update staff on developments:**

Regular updates can be shared at staff briefings, CPD sessions, and electronically via emails and the staff VLE or message boards, now a requirement in Keeping Children Safe in Education (2016)

- **Ensure staff are all aware of the referral route and key contacts:**

Display the **Prevent Incident of Concern Flowchart** on page 27 in the staffroom on A3 paper and include a copy in your staff induction pack

- **Update your governors:**

Leadership is a theme that appears heavily within Home Office Prevent duty advice. As well as including Prevent developments in your governor reports, you can encourage governors to attend any relevant staff training, parent awareness sessions and assemblies. Invite governors to be your critical friend and regularly scrutinise policy and practice, to ensure the school is practicing the Prevent duty

- **Hold regular assemblies:**

These can include a series of themes around the building blocks of extremism or radicalisation, e.g. power, control, fairness, respect, faith and other issues contained within the British values concept.

- **Run a circle time discussion:**

You can introduce discussions around the themes introduced in your assembly during circle time, providing a safe space for pupils to exchange ideas, address sensitive issues and reinforce values contained within the British values concept.

- **Invite parents to a school safeguarding session:**

This will provide an opportunity to have a stall where you can raise awareness of Prevent as part of the wider safeguarding issues including online safety, FGM and CSE. You can also circulate the **Prevent Parent leaflet** available on the EGfL Prevent site at: www.egfl.org.uk/prevent

You could also invite your Safer Schools Officer to join you on the stall



For further information and guidance, contact our Prevent team: PreventSchoolsInfo@ealing.gov.uk

step 1

step 2

step 3

step 4

step 5

step 6

Review, monitor and evaluate

It is important that you factor time to review, monitor and evaluate to assess your strategy. Encourage your Prevent working group to share developments and consider creative ways to gather feedback from the wider school community. This could include:

- **Regular review:**

Your Prevent working group should continue to meet at least half-termly to discuss developments. Find out from the group what they feel is working and what could be improved. Also ask the student council and governing body for suggestions and feed this back to the group.

- **Evaluate impact:**

At the start, you may have carried out a baseline survey to identify your aims and objectives for the Prevent working group. You might want to carry out a survey after some time to assess the impact of your strategy. These results should be shared with pupils, parents staff and governors.

- **Monitoring:**

Ensure that you continue to refer to the **Step by Step Guide to Implementing Prevent** on page 5 and use the **Prevent Working Group Checklist** on page 18 or your risk assessment model to help keep you on track.



Prevent Working Group Checklist

step
1

Organise a Prevent working group

- ☐ Who will lead the group?
- ☐ Who will be part of the group?
- ☐ How often will you meet?

step
2

Plan and prepare your policy and practice

- ☐ Have you carried out a survey/risk assessment to identify your aims?
- ☐ Have you updated your policies and are they reflected in your practice?
- ☐ Have you considered training needs for ALL staff?
- ☐ Are staff, students and parents clear about how/where to report concerns and use the referral process?

step
3

Promote British values

- ☐ Have you mapped opportunities across and beyond the curriculum?
- ☐ How will you address any gaps identified?
- ☐ Are all staff/students/parents/governors familiar with these values and how they are demonstrated?

step
4

Promote Online Safety

- ☐ Have you updated your acceptable user policy to reflect changes in technology and legislation?
- ☐ How will you raise awareness of online risk and promote safe practice across and beyond the curriculum?
- ☐ Are all staff, students and parents clear about how/where to report concerns and use the referral process?

step
5

Communicate

- ☐ Have you planned a staff INSET, including Prevent as part of your new staff induction and as an ongoing item in your staff briefings to share developments?
- ☐ Have you considered which topics will be covered in student assemblies and across circle time?
- ☐ Have you arranged a parent safeguarding session to raise awareness?

step
6

Review, monitor and evaluate

- ☐ Is your Prevent working group meeting regularly to assess and share developments?
- ☐ Have you carried out a survey to assess the impact of your strategy?
- ☐ Are you referring to your risk assessment model to keep you on track?
- ☐ Have you considered access to higher level training for staff if required?

Resources and Support:

EGfL Resources



Go to www.egfl.org.uk/prevent

For guidance and resources to support schools to understand the principles of the Prevent strategy and implement the Prevent duty, including:

- What schools need to know
- Workshops and bespoke training available for school staff, senior leaders, designated safeguarding leads and governors, including our new Train the Facilitator to have your own school WRAP trainer in-house

Ealing contacts



You can contact the Ealing Prevent team for advice and support:

General enquiries

Email: preventschoolsinfo@ealing.gov.uk

Nazia Matin

Strategic Prevent Manager

Email: matinn@ealing.gov.uk
Tel: 020 8825 8895

Anisa Syed

Prevent Education Officer

Email: syedana@ealing.gov.uk
Tel: 020 8825 7106

Paul Smith

Prevent Safeguarding Manager

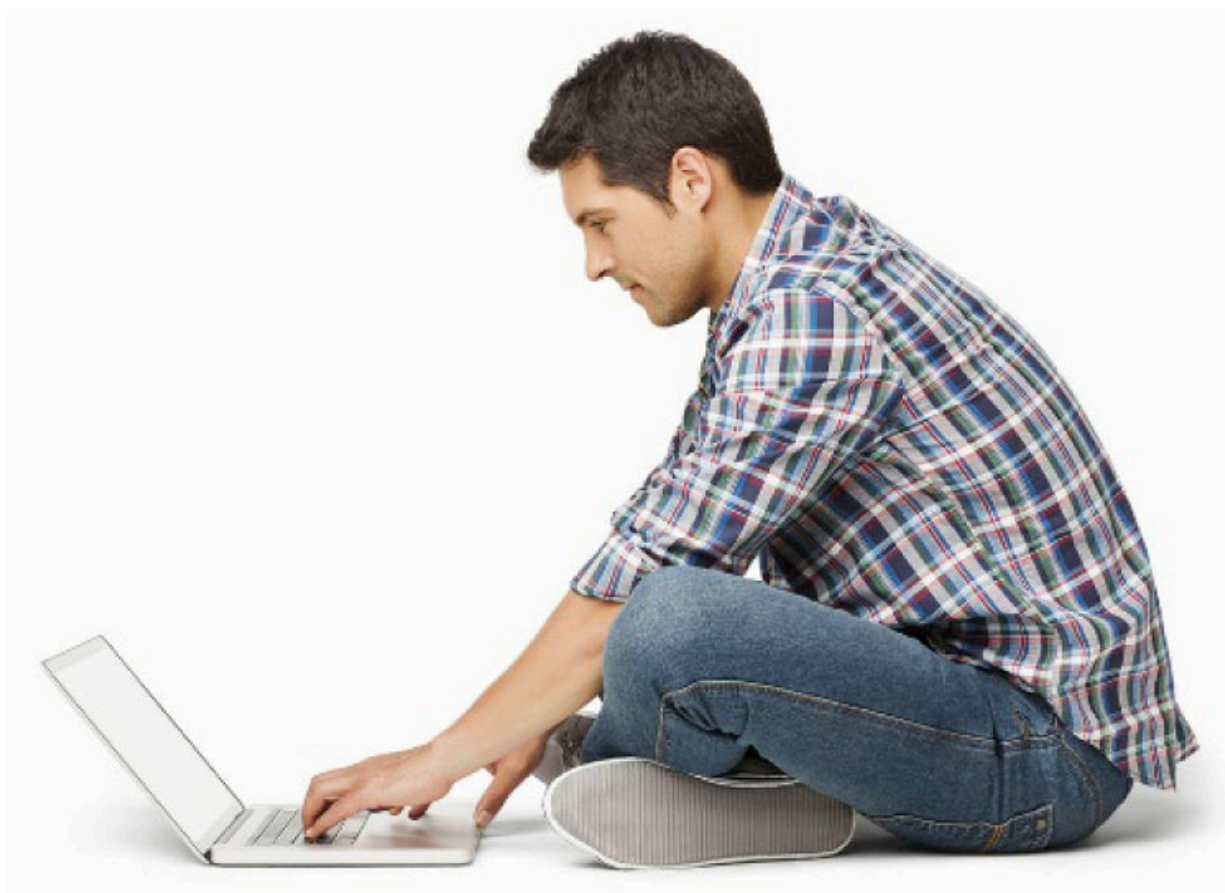
(All issues related to CHANNEL case management)
Email: smithpa@ealing.gov.uk
Tel: 020 8825 7590

Hyperlinks to resources



A list of recommended material related to the Prevent duty is available online on page 33, including:

- Prevent Duty Guidance – DfE Departmental guidance
- Safeguarding Children Exposed to Extremist Ideology
- Threshold Document - London Child Protection Procedures
- E-learning for Prevent principles
- The Prevent Duty Guidance
- Parent leaflet
- Films and other resources



- 21** The Prevent Duty - a guide for schools
- 23** Implementing the Principles of the Prevent Strategy into Schools and School Practice
- 24** Prevent – School Policy and Practice Checklist Guidance
- 26** Prevent Baseline Survey Planning Suggestions
- 27** Prevent Incident of Concern Flowchart for School Settings
- 30** British Values Department Mapping Template
- 31** British Values – Cross Curricular Example Sheet completed by a secondary schools
- 32** Examples of best practice in promoting British values in Early Years
- 33** PHSE guidance - INCIDENTS
- 35** Useful links to resources online

The Prevent Duty – a guide for schools:



What is the Prevent Duty?

'The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, **to have due regard to the need to prevent people from being drawn into terrorism.**' *DfE The Prevent duty, Departmental advice for schools and childcare providers*

A summary of Government Definitions	
Prevent	Stopping people becoming terrorists or supporting terrorism. Safeguarding vulnerable people from radicalisation is no different from safeguarding from other forms of harm
Extremism	Extremism is 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.
Radicalisation	The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

- Prevent works at the **safeguarding stage** by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour. Children need to be protected from messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- In order for schools to fulfil the Prevent duty, it is essential that staff are able to **identify** children who may be vulnerable to radicalisation, and **know what to do** when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

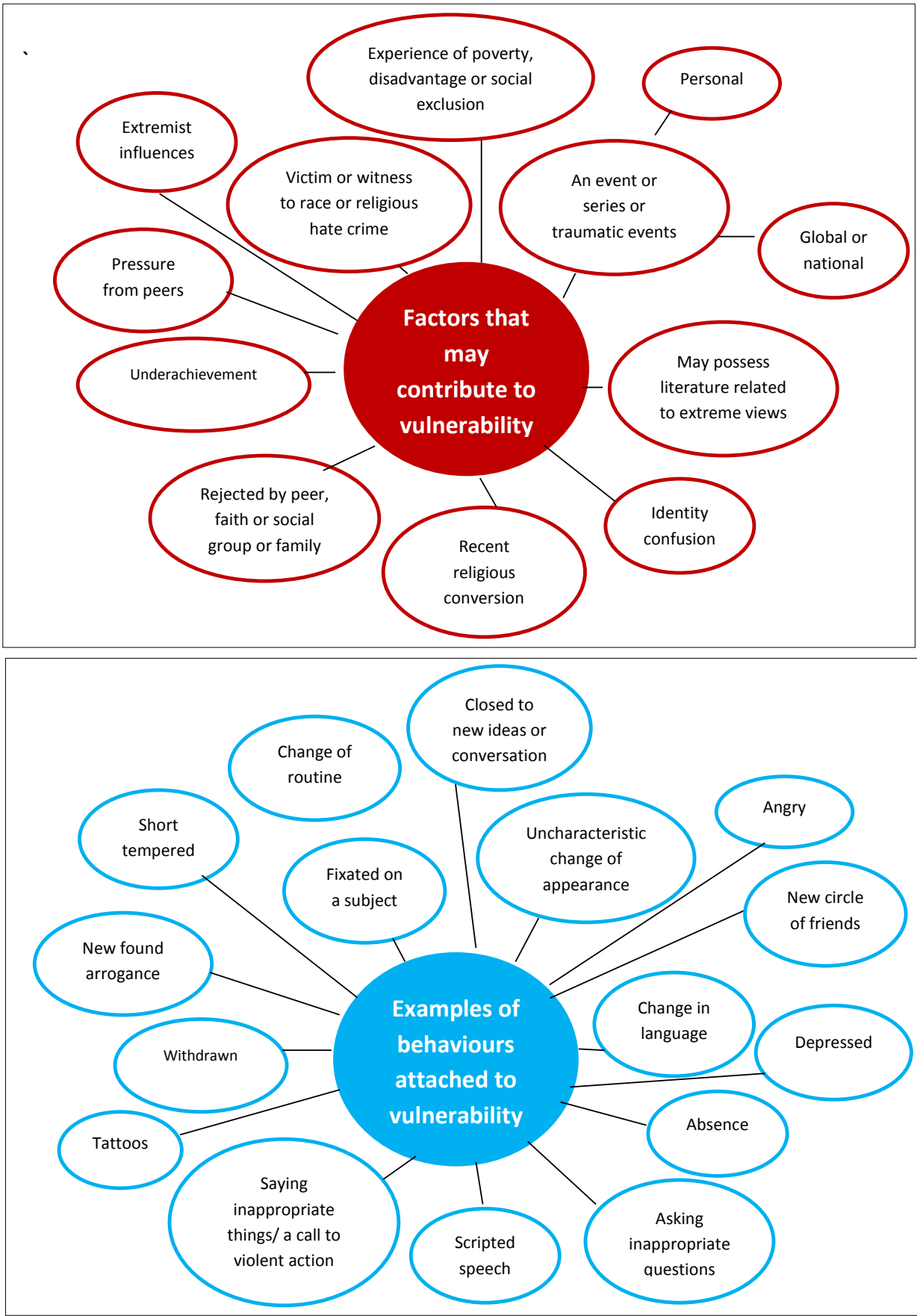
What are the risks?

Children and young people can be drawn into violence or exposed to messages of extremist groups by a number of means, including the influence of:

- Family members or friends and/or direct contact with extremist groups and organisations
- The internet and social media to share extremist ideologies and views. This may take the form of a "grooming" process where the vulnerabilities of a young person are exploited to form an exclusive friendship which draws them away from other influences that might challenge the radical ideology. On-line content/social media may pose a specific risk as it can be seen to normalise radical views and promote content which is shocking and extreme; children can be trusting and may not necessarily appreciate bias, which can lead to being drawn into such groups and to adopt their extremist views.
- Exposure to extremist groups increases the risk of a young person being drawn into criminal activity and has the potential to cause significant harm.

Please note that the risk of radicalisation can develop over time and may relate to a number of factors. Identifying the risks requires practitioners to exercise their professional judgement and to seek further advice as necessary. The risk may be combined with other vulnerabilities or may be the only risk identified.

Factors and Behaviours associated with Vulnerability:



Implementing the Principles of the Prevent Strategy into Schools and School Practice:

(Supported by the Counter Terrorism and Security Act 2015)

The guidance for implementing Prevent in Schools and its associated legislation can be found in the London Safeguarding Children Board Practice Guidance and the Prevent Duty Guidance – DfE Departmental Guidance, June 2015. We recommend these notes should be read in conjunction with this advice and guidance available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
http://www.londoncp.co.uk/chapters/sg_ch_extremist.html

This guidance will provide advice on 3 important issues contained within the legislation:

1. **Updating a safeguarding policy**
2. **Promoting British values**
3. **Checking through school policy and procedures**

Updating your school's safeguarding policy: a 10-Point Plan:

The [*Prevent duty – Departmental Advice for Schools and Childcare Providers, July 2015*](#) (Departmental Advice) states that it is not necessary for schools to have a distinct policy on implementing the Prevent duty but it should at least be incorporated into the school's existing safeguarding policy.

The school's safeguarding policy should be regularly updated to take into account the different threats that arise from time to time and include:

1. Steps the school is taking to implement the Prevent strategy (e.g. annual staff training)
2. How the strategy is integrated into the curriculum and extra-curricular activities
3. The name of the Prevent strategy lead
4. How the school is engaging with the local Prevent team
5. Reasons why a young person might be drawn into the radicalisation process
6. Early indicators of radicalisation
7. What to do if anyone has concerns about radicalisation
8. How risk assessments are conducted
9. The interventions that might take place if there are concerns about radicalisation (which must be proportionate)
10. The process for making referrals

Prevent – School Policy and Practice Checklist Guidance

	YES	NO	Comment/evidence	Further action	By Date
Does your safeguarding policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?					
Are the lead Prevent responsibilities clearly identified in the policy? <ul style="list-style-type: none"> • Prevent Safeguarding Lead • Prevent Governor Lead • Prevent Curriculum Lead • Responsibility for checking visitors to the school • Responsibility for checking premises use by outsiders? • Responsibility for record keeping? 					
Have ALL staff received appropriate training on Prevent approved by the DfE and Home Office, such as WRAP (Workshop to Raise Awareness of Prevent)? <ul style="list-style-type: none"> • Does this include support staff? • Are there provisions for new staff induction? 					
Have Governors received a Governor Prevent briefing?					
Has the designated Safeguarding Officer /team received Prevent CP training?					
Does your Safeguarding Policy make explicit how Prevent concerns should be reported within school?					

Prevent – School Policy and Practice Checklist Guidance

Have you checked that all staff know what to do if they have a Prevent concern and to whom to report it?					
Do you have a clear statement about how the Prevent agenda is addressed preventatively through the curriculum/other activities?					
Have Prevent curriculum interventions been mapped across age range and subject areas?					
Is there a clear statement about the range of interventions the school can offer to individuals at risk?					
Is there a clear understanding of information sharing and when cases should be referred to ECIRS (Ealing Children's Integrated Response System) for further support?					
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?					
Do you have a specific risk assessment for Prevent or is it included as part of your wider risk assessment procedures?					

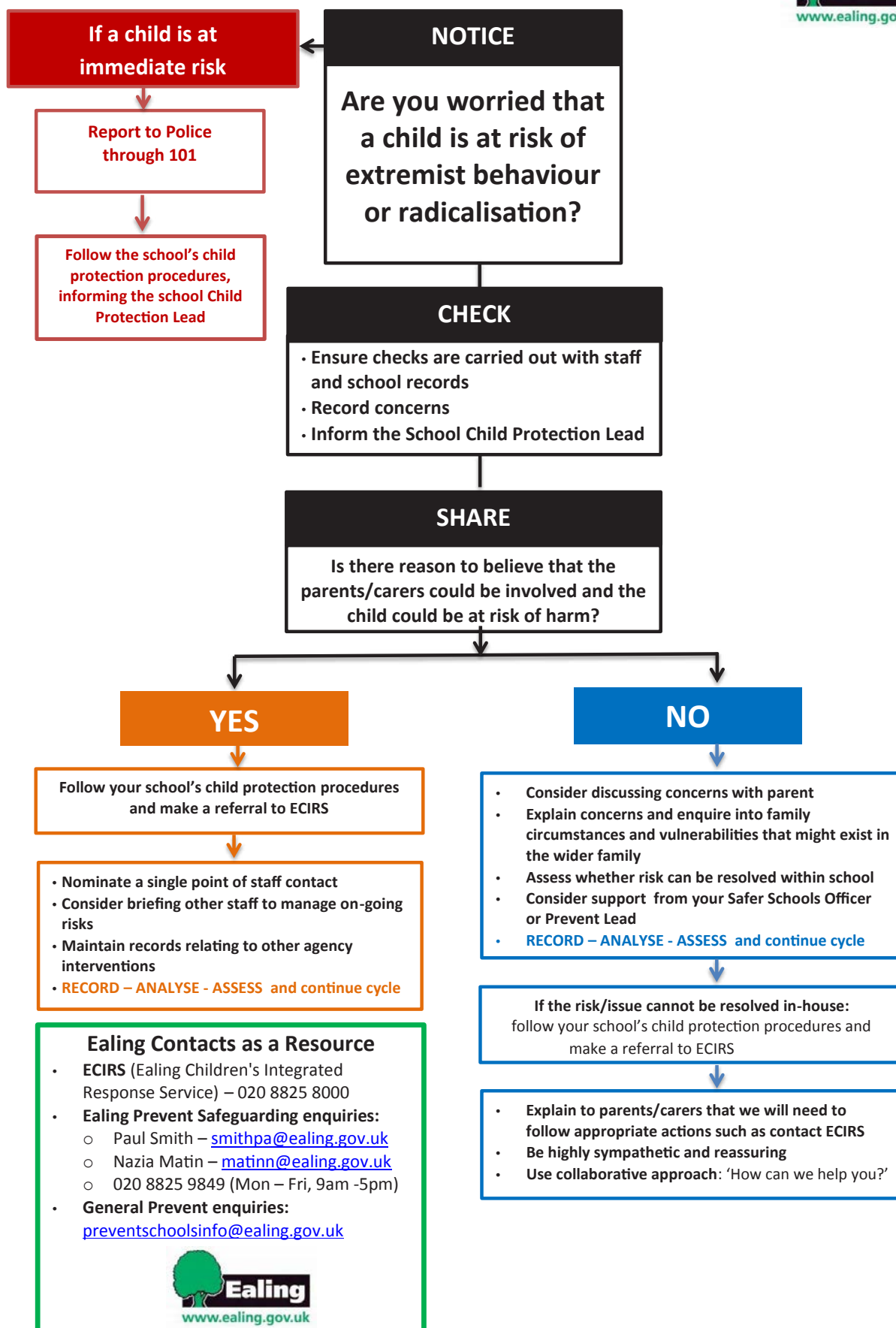
Prevent Baseline Survey Planning Suggestions:

Below are suggested questions you could include in your staff baseline survey to identify your aims and objectives for the Prevent working group. You might want to carry out a survey after some time to assess the impact of your strategy. These results should be shared with pupils, parents staff and governors.

- **Do staff have a basic understanding of the Prevent strategy's aims?**
- **Are staff confident to discuss how vulnerabilities can occur?**
- **Do staff understand how this can sometimes reveal itself in certain behaviours?**
- **Do staff understand how advice can be sought and referrals can be made within the school policy?**
- **Do staff have a basic understanding of the term British values, and the values of the school?**
- **Do staff understand how these values are promoted within every year group, as part of a whole school approach?**
- **Do staff understand how these values are promoted within subject areas and beyond the curriculum?**
- **Has the school asked staff where they may need personal development or more information about extremism issues?**



Prevent Incident of Concern Flowchart for School Settings:



Guidance for Schools on Promoting British Values:

In November 2014, the Department for Education (DfE) produced non-statutory guidance on how schools should promote British values as part of spiritual, moral, social, and cultural (SMSC) development. As well as reading [SMSC Departmental Advice](#), schools could also consider the following guidance as part of a whole school approach to promote values in order to prepare pupils for life in modern Britain:

Policy and Practice:

- Setting up an anti-radicalisation working committee to work proactively to build staff confidence around radicalisation concerns and promote British values holistically, through a whole school approach (represented by SLT, Safeguarding, Pastoral, Teaching, Support Staff)
- Having a written strategy for how the school will actively promote British values - this could also be evident on the school website and other promotional materials
- Updating the staff code of conduct, safeguarding policy and the behaviour policy to give the school the power to take appropriate action if necessary
- Where any particular pupils or groups of pupils have been identified as vulnerable or resistant to British values, carry out a risk assessment to record, manage and address the risk – see *'Ealing Risk Assessment Guidance'*
- Where there has been a concern, monitoring logs to track any patterns or trends
- Ensuring that systems are in place to check the suitability of external speakers who come to the school
- Obtaining legal advice if the school is asked by a parent to make an adjustment to the school's curriculum or activities to accommodate pupils' religious beliefs - this should help to reduce the risk of a discrimination claim and also provide the school with a justification if challenged by Ofsted
- Ensuring that the school is complying with the requirements to publish information under the Public Sector Equality Duty

Staff:

- Ensuring that staff are aware of the 'Keeping Children Safe in Education' advice and receive training on how to deal with concerns that pupils have developed extremist views or are vulnerable to radicalisation. Staff should also be aware of the Local Authority's Prevent objectives and priorities
- Providing staff with latest updates/resources to enable them to answer questions that pupils might have about ISIS (DAESH) / Syria / Sikh extremist , Far Right Wing or other extremist ideologies (ideally approved by the Prevent lead at your Local Authority) and allocate suitable time for discussion
- Ensuring there is a way of checking that members of staff do not promote partisan political views or that when political issues are discussed, a balanced presentation of opposing views is achieved
- Carrying out appropriate background checks on members of staff as well as their online social media profile, including those who have lived or worked overseas.

Governors:

- Ensuring that governors have sufficient experience and accurate systems for checking the school's effectiveness. They should not be reliant only on reports provided by the senior leadership team
- Arranging training for the governing body and senior leadership team on Prevent and ensuring they understand their responsibility to implement the Prevent duty and promote British values

Pupils:

In the [School Inspection Handbook from September 2015](#), Ofsted clearly states that 'Inspectors will consider: "how the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith."

The curriculum provides many opportunities for discussing and promoting British values through subjects such as PHSE, RE, Citizenship, English, History and Geography. Schools could also adopt a holistic approach to develop a strong ethos which promotes British values by:

- Looking at the DfE's list of British values and identifying opportunities across subject areas and outside of the curriculum where these values can be demonstrated and developed
- Evaluating whether there is sufficient focus on critical thinking and online safety, and approaches key to building resilience against extremist narratives
- Holding regular assemblies and collective worship sessions to address extremism, radicalisation and how British values are relevant to all pupils
- Providing opportunities for dialogue, e.g. during circle time to reinforce core values and address questions that pupils might have about ISIS (DAESH) / Syria / other extremist ideologies, e.g. Far Right
- Promoting debating opportunities to discuss local, national and global issues
- Having a student council and holding mock elections to encourage pupil participation in a democratic way
- Holding drop-in sessions run by staff or student peer-mentors where students can ask questions and discuss issues or concerns such as radicalisation, online safety, bullying or discrimination in a safe space
- Empowering students to develop a strong sense of identity and become positive role models through social action, volunteering, peer-mentoring and community projects
- Encouraging visits from authorities such as the police and youth justice organisations to reinforce the importance of the rule of law
- Providing opportunities for cultural awareness and collaboration through multi-cultural and multi-faith speakers and visits

British Values Department Mapping Template:

	Art	Biology	Business Studies, Economics, H & S Care	Chemistry	Citizenship/PSHE	Design and Technology	Drama	English	Geography	History	ICT	Maths	Media	Modern Foreign Languages	Music	PE	Physics	PSHE	Psychology	RE	Sociology	Enrichment/Extra-curricular	Assemblies	Drop-down days	Visitors	After school activities	Pastoral support	Other	Greenford Way
H Asaria: cultural & language barriers Islamic banking, Diversity & Dignity Ethics, Minimum Wage Workers rights/responsibility																													
H Asaria: Yr 8 Food - religious/moral beliefs when looking at dietary needs GCSE Food - research/prepare a cultural based 3 course meal GCSE - Graphic theory on design ethics, morals & graphic images																													
H Asaria: KS3 - migration, tourism, 1 child policy KS3 - conflict																													
Hubina: Promote sportsmanship & fair play Take Ramadan into account Swimming - Burkini																													
Hubina: Yr 7 - Sacrifice, looking at extremism Yr 9 - religion &																													
Hubina: Your Life You Choose																													
H Asaria: ILT Elections Mock elections, Charity fundraising days for staff/students																													
H Asaria: Yr 7 & 8 lessons & posters every classroom for all staff to refer to/reinforce see poster																													
H Asaria: Red Nose Day - diversity, the Big Sleepout, children in Need																													
H Asaria: CyberMentors Greenford Guardians Volunteer Police Cadets Environmental Days																													
H Asaria: Political, radical & nude images - to respect peers and younger students, safe behaviour																													
H Asaria: Role of faith in medicine & surgery																													
Hubina: Yr 7 - consent																													
Hubina: Yr 7 - create class law where it is a safe place to be yourself Yr 13 - create a local council to run																													
H Asaria: KS3 - Henry VIII break from Rome KS4 - Crime & Punishment Race Relations Act - Stephen Lawrence Case Study																													
H Asaria: GCSE - Representation Yr 12 - Ideology & Representation Yr 13 - Identities & the media																													
Hubina: Dinohabitat - KS4																													
Hubina: creativity/evolution - respect for different beliefs																													
H Asaria: Guest speaker on Brexit																													
H Asaria: Yr 10-13 - Free will vs determinism																													

Year group / topic / syllabus link

Criminal and Civil Law	
Democracy and democratic values	
Individual Liberty	
Respect & tolerance of multi-faith society	
Controversial issues, safe space for debate	

Criminal & Civil Law	Democracy & Values	Individual Liberty	Respect & Tolerance	Controversial Issues, Safe Spaces for Debate
Learn about living in modern Britain What are the purposes of punishment (protection, rehabilitation etc.?) Gang crime, drugs, hate crime etc. What causes crime? How can we tackle crime?	Promote core values of a democratic society Historical examples of different styles of governance	Provide safe spaces dedicated to confidential discussion, to discuss openly issues that include exploring their own identity To learn about living in modern Britain Explore and promote diversity To become independent enquirers Promote respectful dialogue Challenge prejudices	Understand how religion is misused - Equip students with a deeper understanding of Islam Explore/promote diversity Develop a shared understanding of and respect for culture, belief and heritage Challenge anti-Semitism, Islamophobia, homophobia and other prejudices Debate extremism Debate fundamental moral and human rights and principles Equip students with arguments against violent extremist ideology	Allow grievances to be aired Provide safe spaces for students dedicated to confidential discussion, to openly discuss issues that concern them including exploring identities Develop critical thinking skills & become critical users of online social media Deal with controversial issues Develop skills to evaluate effectively and discuss potentially controversial issues Enhance safe behaviours online Become independent enquirers/ evaluate evidence to take reasoned decisions while recognising the beliefs of others Challenge misinformed views and perceptions Learn questioning techniques to open up safe debate Promote open and respectful dialogue

Completed by Greenford High School September 2016

31

Examples of best practice in promoting British Values in Early Years:

Democracy: Making decisions together	Rule of Law: Understanding rules matter
<ul style="list-style-type: none"> • Build children's self-esteem by advocating their identity. • Build children's self-awareness through descriptive commentary. Build children's self-confidence by having a sound key-person system which shows you have a bond with them. • Build children's ability and willingness to say what they want/need and speak up for themselves, knowing they will be listened to. • Support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. • Value each other's views and values and talk about their feelings, for example when they do or do not need help. 	<ul style="list-style-type: none"> • Ensure all staff have sound knowledge on understanding children's behaviours and what is developmentally typical. • Help children understand why boundaries need to be in place and work with them to identify what is considered acceptable and unacceptable. • Help children think about keeping safe/keeping away from danger. • Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. • Collaborate with children to create rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone. • Support children to understand some rules are non-negotiable in order to keep them safe and others are in collaboration with children.
Individual Liberty: freedom for all	Mutual respect and tolerance: treat other as you want to be treated
<ul style="list-style-type: none"> • Help children understand that they have the right to feel safe and not be frightened. • Help children to develop a secure base where they can express themselves without fear of reprisal. • Guide children in an appropriate way if they exhibit opposing behaviours. • Teach children to value of saying no if they don't like something/don't want to do something. • Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. • Develop a positive sense of the self through effective praise and acknowledgement of their unique characteristics through meaningful interactions. • Provide opportunities for children to develop self-knowledge, self-esteem and increase their confidence in their own abilities 	<ul style="list-style-type: none"> • Label, name and talk about emotions and feelings. • Acknowledge differences and be responsive to children's questions regarding what makes themselves and others unique. • Help children deal with conflicts by talking through, explaining their motives and negotiating using active listening. • Teach children to treat others as they would want to be treated themselves through the development of empathy. • Share stories in print and discussion that reflect and value the diversity of children's experiences and provide resources activities that challenge gender, cultural and racial stereotyping.



Immediacy

Notes

Contextualise – tailored and linked

Integrate pupils understanding

Decide on what is reliable /untrustworthy

Explore the ideology /motivation

No generalising or blaming

Test the feeling of the room

Social media – validity and infection

Hyperlinks to related material

The Prevent Strategy and established practice:

The Prevent Strategy:

<https://www.gov.uk/government/publications/prevent-strategy-2011>

The Prevent Duty Guidance:

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

The Channel Duty Guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Online Prevent Awareness (CHANNEL) module

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Staff working in Universities only

<http://www.theguardian.com/higher-education-network/2016/feb/17/how-the-government-wants-you-to-implement-prevent>

Threshold Document - London Child Protection Procedures

http://www.londoncp.co.uk/files/revised_guidance_thresholds.pdf

Safeguarding Children Exposed to Extremist Ideology

http://www.londoncp.co.uk/files/sg_ch_exposed_extrem_ideology.pdf

Prevent Duty Guidance – DfE Departmental guidance

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

Overarching governance section

<https://www.egfl.org.uk/school-effectiveness/school-governance>

Link for governors re safeguarding

<https://www.egfl.org.uk/services-children/safeguarding/governing-body-duties>

Resources and Training:

Educate Against Hate - Online resource for parents, teachers and leaders on Prevent launched by the Home Office and DfE

www.educateagainsthate.com

EGfL Prevent page/training programme for Ealing schools

www.egfl.org.uk/prevent

Prevent 9-learning resource

<https://www.egfl.org.uk/news/2016/05/new-prevent-e-learning-resource>

For all Ealing training offered under the LCSB - to apply for a place, please go to Ealing CPD online

<http://www.ealingcpd.org.uk/cpd/default.asp?sid>

Content on the London Grid for Learning

<https://www.lgfl.net/>

E-learning for Prevent principles –	https://www.elearning.prevent.homeoffice.gov.uk This is aimed at those with responsibilities under the Prevent duty, particularly front line staff in schools and colleges, it is designed to help raise awareness of radicalisation. It will help staff to identify the signs that someone may be at risk and where to go for support. This is introductory training. It provides a foundation on which to develop further knowledge around the risks of radicalisation.
NSPCC helpline for Radicalisation	https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/why-doing-more-protect-children-radicalisation/
The PSHE Association has guidance on the management of sensitive issues – you need to be a member to access	https://www.pshe-association.org.uk/curriculum-and-resources/resources/handling-sensitive-or-controversial-issues-through
FILMS and other resources:	
Effect of travelling to join ‘daesh’	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=wWoBS425dGk
FAST	<ul style="list-style-type: none"> • FAST Campaign Film “Act on the Signs”: https://www.youtube.com/watch?v=SRAI4-9NNfQ • Helping You Spot the Signs of Radicalization: https://www.youtube.com/watch?v=MKm_RjVDoKq • How Daesh Deceive to Recruit blog - http://familiesmatter.org.uk/how-daesh-deceive-to-recruit/
Inspire	<ul style="list-style-type: none"> • Sara Khan’s open letter from February 2015: http://www.wewillinspire.com/a-letter-to-young-muslim-girls-if-you-are-considering-leaving-the-uk-to-join-isis/ • Sisters Message to Girls Thinking of Joining ISIS Film: https://www.youtube.com/watch?v=HSiHUyvTM1E
WARN	<ul style="list-style-type: none"> • The Dangers of Online Radicalization - http://warn.org.uk/blog/safe-online/online-radicalisation/
Kikit Pathwayz	<ul style="list-style-type: none"> • Daesh Abuses The Most Vulnerable in Society - http://www.kikitproject.org/news/daesh-abuses-vulnerable-people/
Open Your Eyes	<ul style="list-style-type: none"> • Message for Girls thinking of Traveling to Syria - http://openyoureyes.net/message-for-girls-thinking-of-travelling-to-syria/?c=15 • Link to grouped page of “Life as a Girl Under ISIS” on OYE Facebook - http://openyoureyes.net/category/life-as-a-girl-in-isis/

Contact details for the Ealing Prevent team:

General enquiries

Email: preventschoolsinfo@ealing.gov.uk

Nazia Matin Strategic Prevent Manager

Email: matinn@ealing.gov.uk

Tel: 020 8825 8895

Anisa Syed Prevent Education Officer

Email: syedana@ealing.gov.uk

Tel: 020 8825 7106

Paul Smith Prevent Safeguarding Manager (All issues related to CHANNEL case management)

Email: smithpa@ealing.gov.uk

Tel: 020 8825 7590

© 2016 Ealing Council