Barking & Dagenham

Prevent Guidance for Schools

Contents

Key Terms	4
Overview of Prevent	5
Issues: What is the Risk?	6
Myth Busting	8
Good Practice	9
How is Propaganda Spread Online?	10
Who is Vulnerable?	11
Universal Provision	12
WRAP Training	13
Referral Pathways	14
Policy Advice	17
Prevent Checklist	18
Mapping the Curriculum	21
Online Resources	22
Frequently Asked Questions	23
Useful Links	24
Appendix 1: Prevent Checklist	25
Appendix 2: Barking and Dagenham Venue Hire Form	26
Appendix 3: Mapping British Values Activity for Staff Training	29

‘Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm’

Home Office
- The Prevent Strategy

Key Terms

The Prevent Duty requires schools to try to prevent people from being drawn into extremism and terrorism. So what do these terms actually mean?

Extremism:
The Government's counter-extremism strategy defines extremism as: 'The vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance for those of different faiths and beliefs. The UK Government also regards calls for the death of members of our armed forces as extremist.'

Extremism may be a factor in violence (including terrorist acts), but also causes other social harms, including the promotion of hatred and division, discrimination against women and girls, the encouragement of isolation and the rejection of our democratic system and rule of law.

Violent extremism:
Violent extremism is the ideologically motivated use of violence to achieve ideological, religious or political goals. This includes terrorism, but also other forms of politically motivated and sectarian violence, including the use of violence for politically-motivated social control. Typically, 'violent extremism' also identifies an enemy, or enemies, who are the object of hatred and violence.

Terrorism:
Terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause. The current UK definition of terrorism is given in the Terrorism Act 2006.

In the UK we define terrorism as a violent action that:

- Endangers a person's life, other than that of the person committing the action
- Involves serious violence against a person
- Causes serious damage to property
- Creates a serious risk to the public's health and safety
- Interferes with or seriously disrupts an electronic system

Radicalisation:
Commonly used to describe the processes by which a person adopts extremist views or practices to the point of legitimising the use of violence.

Fundamental British Values:
Schools are required to actively promote Fundamental British Values. These include democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. There are several ways you can promote Fundamental British Values. For example, by including material on the strengths, advantages and disadvantages of democracy in suitable parts of the curriculum, or by using teaching resources to help pupils understand a range of faiths.

Overview of Prevent

The Prevent Duty is an aspect of safeguarding which focuses on violent extremism/terrorism. Our aim is to build community resilience against hateful and harmful narratives that are espoused by violent extremist/terrorist organisations. It is the responsibility of educators to report victims of grooming into extremist narratives and groups. We promote freedom of speech within the limitations of the 2010 Equality Act which strengthened government powers against 'hate speech' and 'minority discrimination'.

The Prevent strategy has existed in various forms since 2007.

The Prevent Duty - From 1 July 2015 the Counter Terrorism and Security Act placed a new statutory duty on schools, LAs and other specified authorities and institutions, to prevent people being drawn into terrorism and extremism.

Since 2012, it has been required by law for teachers "not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs."

The Ofsted inspection framework ,which was updated in September 2019, sets out expectations on preventing extremism. It directs inspectors to examine a school's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the school in preventing extremism. The Government has strengthened these provisions in the October 2019 Ofsted inspection which highlights the importance of protecting minority groups against hatred based on the 2010 Equality Act.

Teacher training has always highlighted the vital role teachers have in ensuring the safety and well-being of the students in their care; and adhering to the new statutory requirements is no different from adhering to the normal safeguarding procedures.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation or gang membership. Therefore, we approach the Prevent strategy in the same manner we would child sexual exploitation or gang membership: If a member of staff is concerned about the safety of a student - they should inform the safeguarding lead in the school. They should also talk to the family and other professionals working with the young person about the concerns and get their views (unless the family is implicated in potential extremism, in which case the DSL should make a referral to the MASH and the Prevent Team – see pages 16-18).

The Prevent Duty is concerned with all forms of grooming that could lead to violent extremism. At the moment, the biggest threats come from Islamist and far right groups but there have also been referrals linked to animal rights extremism and INCELS (Involuntarily Celibate) - so called Men's Rights Groups.

Prevent is not about trying to silence strong voices or opinion. Instead it is concerned with preventing the translation of strongly held views into deliberate violence against others.

Issues: What is the Risk?

The risk from violent extremists is ever-changing. Since 2006 the National Threat Level has been judged to be severe for the majority of the time. The current National Threat Level can be found at **www.gov.uk/terrorism-national-emergency.**

There are five levels of threat:

- Low - an attack is highly unlikely
- Moderate - an attack is possible but not likely
- Substantial - an attack is likely
- Severe - an attack is highly likely
- Critical - an attack is highly likely in the near future

Since 1970 there have been almost 4,000 terrorist-related deaths in the UK - the highest in Western Europe. The majority of these are linked to Northern Ireland, but since 2000 the majority have been linked to Islamist groups.

We are now seeing the threat increase from the far right and extreme right wing and we have had high profile terrorist attacks with the murder of MP Jo Cox by the right wing terrorist Thomas Mair, and the terrorist attack on Finsbury Park Mosque by terrorist Darren Osborne.

Prevent deals with all forms of violent extremism/ terrorism and local authorities will use their Prevent resources to tackle the risks that are present in their locality.

Whilst Daesh/ISIS have largely been defeated militarily, and have suffered a blow following the death of their leader Abu Baker Al-Baghdadi, the hateful narrative of their ideology still lives on.

The same is true of Al' Qaida. The ideology continued to inspire people from around the world to buy-in to their violent and narrow mindset after Osama Bin Laden was killed. It's likely that we will face the repercussions of these hateful views for decades, and whilst one group may suffer losses or even disband, unfortunately it seems likely that other groups will quickly emerge to fill the vacuum.

Violent extremist narratives are not solely an issue for so-called Islamist ideologies though. Across Europe support for far right political parties has surged in recent years. During the year 2018-2019, of those people who received voluntary Prevent support through the Channel panel process, 37% were referred for concerns relating to Islamist extremism compared to 45% for right wing extremism.

An example of an emerging threat in North America and Canada is linked to what is known as the 'Incel movement'. The Incel movement is a radical ideology centred on violent misogyny. Multiple mass-casualty attacks have been carried out in the USA and Canada by Incels, totalling a greater number of attacks than Islamist extremist attacks in the USA between 2002 and 2019. Self-defined "involuntary celibates" believe that women's political empowerment and ability to select their sexual partners has severely degraded men's social status. Online rhetoric hinges on fantasies of mass rape and murder and the dehumanisation of women. Whilst we haven't seen this translate into action in the UK at the time of writing, London has been mentioned on forums. We need to be aware of new and emerging hateful narratives, and we need to know where to turn should we have concerns.

The threat will continually change and it's difficult to predict what will be the most concerning issues in the future, but Prevent is dynamic and will adapt accordingly to the current risk and threat. The key message is that if you have a concern about any individual getting involved with what you think is violent extremism, you refer so that the person can be offered support (see pages 16-18 for referral pathways).

What is a common theme in all forms of violent extremist narratives though is the formation of an in-group and an out-group. The out-group is dehumanised and by doing this, violent extremist narratives seek to justify violence against them.

In a 2014 study of 119 terrorist attacks, it was found that in 79% of cases other people were aware of the individual's commitment to an extremist ideology.

This means that if we are vigilant, we can prevent terrorism.

Myth Busting

Prevent is not about identifying or labelling students; it's about supporting all students by building resilience; developing critical literacy and thinking skills; and ensuring their safety. It is no different to any other form of child protection.

Prevent does not say that teachers are required to spot signs of extremism. Instead the Prevent Duty acknowledges that, after close family and friends, it's likely that school staff would be in the best position to notice if a child was behaving in manner which implied something was troubling or upsetting them. There is no definitive checklist of behaviours or warning signs, just as there isn't for other child protection issues. Children behave in any number of differing ways when something has a profound effect upon them. Think about a young person you know and how they reacted to a difficult family breakup, then compare their reactions to someone else who has also been through this ordeal. People often respond differently. What the Prevent Duty acknowledges, is that teachers, as a part of their daily routine, will try to ensure children in their care are kept safe from harm and that teachers are well placed to spot signs of physical and emotional trauma/harm.

If a teacher notices some significant change in the behaviour or temperament of a student, they should do what they always do i.e. ask the student if everything is alright. If, during the conversation something is disclosed which makes them fear for the safety of the student, then the teacher should do exactly what they would in any other situation - speak to the Designated Safeguarding Lead in the school and explain their concerns.

This should be viewed in the same way that teachers have dealt with issues regarding sexual exploitation and abuse for years.

Teachers are required, and encouraged, to talk about and educate students on the issues concerning sexual relationships, including around grooming, consent and the law. However, if a student discloses something during these discussions which makes the teacher concerned that the child is being exploited, the teacher has a legal duty to pass it onto the child protection/safeguarding lead in the school. This is exactly the same procedure for issues around extremism. An educator's first priority should always be to ensure the safety and well-being of students in their care.

Effective Prevent work in schools should encourage discussion in the classroom about controversial issues and students should feel that it is a safe space to discuss things that concern them. Teachers should feel confident about referring on when they feel a child is at risk.

It is important to note that the Prevent Duty should not limit conversations about these things taking place in the classroom. In fact, effective implementation of the duty should enable discussions about these issues to flourish in a neutral environment. By providing a safe space for students to discuss controversial issues, teachers can help them build the resilience and critical thinking skills they need to challenge extremist arguments and see them for what they are: simplistic narratives that don't stand up to close scrutiny.

Good Practice

Effective implementation of the Prevent Duty should encourage open and healthy debate about controversial issues. It does not mean that all members of staff are expected to become experts on issues regarding far right, Islamist or animal rights extremism.

Prevent encourages questions and open speech about difficult issues in classrooms - and this should not be burdensome for teachers. Best practice would mean all teachers promoting debate but also identifying which members of staff would be most at ease talking about particularly poignant issues if a child's question required specialist knowledge. This might be a Citizenship or RE teacher, or even just members of staff who have an interest in these topics. Students and staff members would then know who to turn to should some difficult questions arise.

In this case, it is perfectly acceptable for a teacher to say to a student who has asked a question about an extremist group 'That's a really interesting question, but unfortunately it's not something I know a huge amount about. I know Miss/Mr . is interested in this topic. I'll get them to come and speak to you about it, and if it's ok I'd like to sit in as I'd like to find out more about it myself.'

By getting the other member of staff to speak to the child, it ensures the conversation takes place. By asking to be part of that conversation it demonstrates to the child that you are interested in their views (they probably approached you because they feel more comfortable talking to you than anyone else).

It's essential that members of staff know where they can turn to get additional support. If you feel you want even more specialist discussions, then contact the Local Authority (see Contacts at the back of this booklet).

The most crucial thing is that discussions and questions about issues regarding extremism/ terrorism are not shut down. If the young person doesn't feel they will be listened to and taken seriously or if they feel that they can't talk about this with an adult they can trust, then where might they turn for information?

Fastest-growing UK terrorist threat is from far right, say police

Counter-terror police vow to thwart rise in violence driven by extreme-right ideologies

▲ The Met assistant commissioner Neil Basu said police were battling to stop extreme rightwing terrorism gaining more of a foothold. Photograph: Dominic Lipinski/PA

The Telegraph

Forget radicalisation in mosques - 'Sheikh Google' is the real threat to young Muslims

As British Muslim women speak up against the so-called Islamic State, Radhika Sanghani learns that their biggest concern is their children being radicalised online

Schools should be a safe environment where young people can talk openly about complex issues such as terrorism and radicalisation. If young people feel they can't talk to an adult about controversial issues, or cannot critically evaluate source material and its authenticity, they might try to find answers online instead. This could lead them to be exposed to hateful, simplistic narratives.

How is Propaganda Spread Online?

In Barking and Dagenham, we take the view that anyone can be vulnerable to extremist narratives. Many groups post positive message on social media to encourage likes and shares before sharing politicised or violent messages that will reach the news feed of anyone who has liked or shared the previous positive posts.

There is often a huge discrepancy between what parents and teachers consider to be typical extremist propaganda and what it is that young people might actually be exposed to. Below are two examples of materials put on the internet by extremist groups.

The first is a post by the far right political party Britain First. They use popular campaigns like this to try to expand their influence. This is despite the British Legion, which runs the Poppy Appeal, saying publicly that it does not authorise the use of the poppy for "political or partisan use".

When people see the poppy, they share it without knowing that the image was put up by a group that is not associated with the campaign. It is "click-bait". This means it's a social media post that is designed to get as many 'likes' and 'shares' as possible. Most of their posts have no mention of their political views, instead they are deliberately chosen to appeal to as many people as possible. Once someone has liked or shared a post like this it then means that whenever the group posts another item on social media it will automatically reach those people. Their posts will, then, become more aggressive in tone, and often become Islamophobic.

The second post is from Daesh/ISIS. Most people assume that Daesh propaganda is aimed at inciting ultra-violence when, in fact, it posts more about 'state building' and its 'charity work' than it does about violence. If a young person finds propaganda online, much of what they see will appeal to them because it echoes their views on a range of issues and makes them believe they are supporting groups that are doing good and supporting the oppressed.

In short, even intelligent, compassionate and charitable young people can be vulnerable to extremist narratives. If a young person sees posts that talk about the virtues of these groups, if they don't know how to evaluate critically such sources of information and they don't think they can talk to a trusted adult about the views being expressed, they can easily be led into thinking that such groups are virtuous.

Who is Vulnerable?

Any individual, no matter their intellect and background, could be vulnerable to grooming by extremists. The following headlines and pictures demonstrate this.

Profile: Roshonara Choudhry

A gifted student from a humble background who came to attempt the assassination of British MP Stephen Timms

Artwork of Roshonara Choudhry, sitting in the dock at Old Bailey trial. Photograph: Julia Quenzler/Central News

Until 14 May, when she became the first British person inspired by al-Qaida to try to assassinate a prominent figure on UK soil, Roshonara Choudhry was everything a society could want a citizen to be.

She was studying English and communications at King's College, London, and in her first two years had been a prize-winning student predicted to get a first. Choudhry was also a gifted linguist who was fluent in Arabic, French and her parents' mother tongue of Bengali.

On weekends she volunteered for an east London Islamic school, helping Muslim pupils to overcome educational disadvantages they faced in the UK. It is believed she wanted to become a teacher, helping to bring the best out of the young people in her charge.

Prevent is concerned with any form of violent extremism. By offering early support and intervention we can hopefully prevent people getting themselves, and others into danger.

Debbie Vincent: Former soldier turned animal rights extremist jailed for six years

A woman who helped organise a campaign of blackmail based on the harassment and intimidation of medical researchers has been sentenced to six years in prison

Debbie Vincent was jailed for her part in plotting a campaign of blackmail against one of Europe's largest medical testing laboratories Photo: Solent News

By Patrick Sawer
1:03PM BST 17 Apr 2014

Comment

A former soldier who became a leading animal rights extremist was jailed for six years on Thursday for her part in plotting a 10-year campaign of blackmail against one of Europe's largest medical testing laboratories.

Debbie Vincent, 52, organised a campaign of threats and intimidation against staff and executives linked to the Cambridgeshire-based firm, Huntingdon Life Sciences (HLS).

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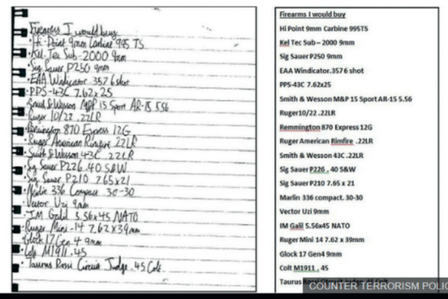
In Crime

Durham neo-Nazi teenager detained for terror attack plan

7 January 2020 Share



The teenager had a list of weapons he wanted to buy

The youngest person to be convicted of planning a terror attack in the UK has been detained for more than six years.

Universal Provision

Identifying those at risk can be difficult, so we take the view that there should be universal provision for young people to help prevent them being drawn into radicalisation. Below, the diagram shows the measures used by schools and Prevent to safeguard against young people being drawn into supporting violent extremist groups.

Children today have open and unrestricted access to extensive information, so we need to teach skills of critical thinking, discrimination and questioning the validity of sources.

We need to ensure that they know they have a voice; that they can have differing beliefs and views to others, that they are valued members of society who can make an impact on society and bring about change for the better.

We also need to ensure that there is transparency regarding Prevent. We need to ensure that parents, teachers and students are all given the same information and know how to request support should they have concerns about someone getting drawn into extremist narratives.

A lot of good work will already take place in your school regarding this.

The diagram below shows that most Prevent work happens in the Universal Provision tier. For example, if schools have debate clubs, good SMSC and RE, safe spaces for debate, mentors, school councils, good ICT e-safety classes etc they can demonstrate that all children are listened to, valued and given the opportunity to become critical thinkers who will be resilient to extremist narratives.

Prevent Route of Protection and Intervention

↓

Stage 1: Universal Provision for Prevent
Preventative support in schools, youth clubs, etc to promote positive values and community cohesion is practised. This can protect children from extremist dialogues, encourage open debate, critical thinking, engage positive activities and educate them about world affairs and personal safety (including cyber safety.)

↓

Stage 2: The Channel Panel
If the stage 1 attempts to build resilience and critical thinking against extremism fails, the Channel Panel is introduced. The Channel Panel works with other safeguarding agencies such as social services and domestic violence leads to tailor make a package to help children escape extremism or radicalisation before they commit criminal acts or violent behaviours that could pose a threat to themselves or others.
This programme is voluntary to enter and can be done only with the permission of the victim and their family.

↓

Stage 3: Beyond PREVENT
If extremist behaviours continue and the victim is a clear threat to themselves and others, the individuals will no longer be considered a case for Prevent and will instead become a case for the Criminal Justice System or other areas of Counter Terrorism.

WRAP Training

All school staff are expected to have a working knowledge of the Prevent Strategy and OFSTED can approach any staff member to pose questions regarding what to do in a scenario of expected violent extremism. Providing WRAP training once every two years through the Local Authority (LA) can help empower staff with the knowledge that they need regarding their duty.

Signs of radicalisation and violent extremism could be highlighted by any member of staff in an educational environment. Due to this, OFSTED could pose a question regarding the PREVENT procedure to any staff member. To ensure that staff feel empowered to both tackle these problems and respond to any OFSTED questions we recommend PREVENT training a minimum of once every two years to keep up with changing threat levels.

While a number of different agencies can deliver PREVENT training, we recommend the LA delivery. The advantage of LA based WRAP training is that:

i) It is specific to local threats as it is delivered by PREVENT specialists who deal with all cases in the borough, this means staff are better prepared to deal with likely threats in their school.

ii) It is informed by Counter Terror Police Updates and so adapts quickly to emerging and changing threats as documented by the Home Office and MET Police.

iii) It is free to all schools within the borough.

Schools are welcome to use other training methods such as the Online Home Office training, though these do not cater to local threats or adapt quickly to the changing threat picture. They are excellent for refreshers and new staff joining later in the year but should be used alongside WRAP training rather than in lieu of it. Alternatively, consultancy firms can be used though these groups are again not privy to local intelligence so cannot offer the tailored advice given in LA based sessions.

If you would like to book a session of WRAP training, or would like more information regarding the contents of the 1 hour WRAP sessions contact the Barking and Dagenham Prevent Team at the following address: **prevent@lbbd.gov.uk**

Referral Pathways

All educational professionals in schools are required to refer any concern they have regarding young people being drawn into violent extremism. If you feel that the child or those around them are at risk of immediate harm, contact the police or the child protection line. If you believe that the child is in the process of being radicalised speak to your DSL - who will then call Prevent and submit a MARF form.

If at any stage you are concerned that a child is at immediate risk of harm you should contact the MASH team on 020 8227 3811.

If at any stage you are concerned that there is a threat of violence to an individual or a threat to public safety, then you should contact the police on 999.

At all other times, the normal procedures should be followed. These are detailed over the following pages. But for school staff, the main message is inform the Designated Safeguarding Lead of your concern. They will use their expertise and experience to decide if it needs to be referred further.

Vulnerable children can sometimes be drawn into a range of risky or extreme situations which may include drug or alcohol abuse, offending, exploitation by others or becoming victims or perpetrators of violent behaviour. Often we have no way of knowing what risks they may be vulnerable to or could come across, so it is important we deal with their needs holistically to protect them, make them more resilient and provide them with skills and positive avenues of support to enable them to deal with these hazards and resist negative influences.

Concerns about an individual child or group of children becoming violent, or being drawn into violent extremism, or being vulnerable to this in future, should be treated initially using the same procedures we use for all vulnerable children - referring them to the LA. Sometimes the support we provide for them may be similar to that provided for other vulnerable children and sometimes more specifically focussed interventions may be appropriate.

If you are concerned that a child/young person may be at risk of being drawn towards violence or violent extremism in future then you could:

1. Talk to the family and other professionals working with the child/young person about your concerns and get their views.

2. Seek consent from the parents to complete an Early Help Assessment (EHA). This will get a holistic perspective on the situation and determine if there are additional needs and, if so, how these could be met.

3. Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the child and their family.

4. If your concerns persist and the TAC approach does not seem to be having a positive impact, then refer to the Multi-Agency Safeguarding Hub (MASH) using the Multi-Agency Referral Form (MARF). **https://www.lbbd.gov.uk/report-a-serious-concern-about-a-child-marf-for-professionals**

In considering such cases, the Channel Panel discussion will include representatives from Children's Social Care, DSLs or Headteachers, and the police who will contribute advice and guidance.

Please note: You can make a referral without parental consent where you believe the child or others are at serious risk of harm or in order to prevent serious crime. These are examples where consent is not necessary and may indeed be counterproductive to managing the situation. A referral because you think a child is already becoming drawn towards violent extremism would be a situation where you may conclude that consent is not feasible or appropriate: the LA will provide advice on this. An example might be where you are concerned that the parents are complicit in the risk.

Appropriate interventions for individuals at risk

Following Channel, the following interventions may be provided. The nature of the interventions will depend on specific cases and the nature and degree of concern but may include:

- Family Support Programmes
- Family Therapy / CAMHS programmes
- Police Prevent team support
- Targeted Youth Support
- Crime prevention programmes
- Focussed theological / educational programmes
- Parenting programmes with PVE element
- Links with relevant voluntary or religious organisations
- Support from a school attached police officer
- 1 to 1 or group counselling
- Behaviour support / anger management programmes
- Attendance support
- Positive activities in and out of school
- Positive buddying programmes
- Increased adult support, supervision and encouragement

How to make a Prevent referral:

Under 18s - Referral for under 18s needs to be made via the Multi Agency Safeguarding Hub (MASH) team. If any professional or member of the public wants an opportunity to talk through presenting situations with a Social Worker before deciding the best course of action, they must contact the MASH on **020 8227 3811** (for out of hours please call **020 8594 8356**) and ask for a consultation with a Social Worker. To make a safeguarding referral following a consultation the "Report a serious concern about a child" (MARF) referral form should be completed. This can be found on the council website and is an electronic form.

Over 18s - Referral for over 18s needs to be emailed directly to the Safeguarding Adults Team to **Safeguarding.Adults@lbbd.gov.uk** and the telephone number is **020 7227 2915**. Professionals and members of the public can also contact the Adult Intake Team on **020 7227 2915** to undertake a consultation prior to submitting a formal referral. To contact Out of hours emergency social work team please call **020 8594 8536**.

If you make a referral please also send concerns to the LBBD Prevent team: revent@lbbd.gov.uk and 020 8227 5124

Prevent Referral Pathway for Schools

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature /videos
- Advocating messages similar to extreme organisations; e.g. Al Muhajiroun or National Action
- Significant changes in behaviour, dress, social groups, interests e.g. withdrawing from previous friendships / activities

Any member of staff with concerns about a student's vulnerability to extremism or risk of radicalisation should make a clear written record of the concerns they have heard and/or witnessed.

They should speak to the **School Designated Safeguarding Lead**

The School Designated Officer for Safeguarding should explore the concerns and context: Sources of information, friendship groups, interests, access to IT and other relevant background and protective factors.

1

Low level concerns managed by school and family

Record of concerns and actions logged securely using an Early Help Assessment (EHA). Regular discussion with Designated Safeguarding Lead until resolved or referred on

2

Concerns either require advice or additional support or are not responding to previous actions or are cases where parents / family are implicated.

Use the Multi-Agency Referral Form (MARF) to refer to the;

Multi-Agency Safeguarding Hub (MASH)
www.lbbd.gov.uk/report-a-serious-concern-about-a-child-marf-for-professionals
020 8227 3811
as well as the Prevent team
Prevent@lbbd.gov.uk
020 8227 5124

3

Immediate risk of harm to the child or others – contact
Police 999
or Terrorist Hotline
0800 789 321

*Although involving the family is best practice, you may complete an assessment and share information (using the Multi-Agency Referral Form) with the MASH without parental consent, and if necessary, without the family's participation under the Crime and Disorder legislation which allows for information sharing to prevent crime. **If in doubt SHARE and REFER to MASH.**
The **MASH** will advise on next steps and provide interventions.
For information on thresholds please see: **http://newsite.bardag-lscb.co.uk/wp-content/uploads/2019/01/BDSCB-Threshold-document-2019.pdf**

Policy Advice

Safeguarding policies which include PREVENT procedures are expected in all educational facilities. This will help protect those most vulnerable to extremism or at risk of radicalisation.

Area	Duties as set out in statutory guidance for schools and early years provision
Risk assessments	Schools and early years providers are expected to assess the risk of children being drawn into terrorism, including support for 'extremist ideas that are part of a terrorist ideology'. Statutory guidance states that this should be based on an understanding, shared with local partners, of the potential risk in the area. Schools are expected to refer pupils who show early signs of being influenced by extremist narratives.
Safeguarding policies and procedures	Schools and early years providers will need to evidence that they are protecting children from being drawn into terrorism by having safeguarding policies in place to identify children at risk and intervene as appropriate. Policies should include clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.
"Safe spaces" for discussions	The guidance highlights the role of schools as safe spaces where children can understand and discuss sensitive topics, including terrorism, extremist ideas and how to challenge these ideas. However, the guidance also highlights existing duties on schools to forbid political indoctrination and secure a balanced presentation of political issues.
Curriculum	The statutory guidance re-states the requirement on publicly-funded schools to teach a broad and balanced curriculum. It confirms that independent schools, academies and free schools must comply with Independent School Standards, which include the requirement to promote fundamental British values (defined in the guidance as **democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs).**

Do you need to update your existing Safeguarding and Child Protection policies to reflect the potential risk of pupils becoming drawn toward extremist narratives or engaging in extremism?

Is there potential for pupils to be inadvertently exposed to extremism, for example via their internet use or external visitors?

Prevent Checklist

On the next page is an example of a Prevent Checklist that we advise all schools to complete. Completing this will help ensure the school is meeting the expectations required to protect young people from being drawn into violent extremism. There is a blank copy of this available in the Appendix.

The Prevent Checklist can help assess how equipped your school is to tackle violent extremism. You should take into account any specific concerns highlighted within the school or local area. For example, if certain things have been flagged by internet filtering systems then include this information and the school's action plan for tackling it.

Inspectors have been instructed to concentrate on the risk assessment documents and policies that a school has in place. Examples include:

- How did the school assess the risks around extremism and radicalisation in relation to the school community? (The process that the school has gone through is as important as the outcome.)
- What evidence is there of sustained partnership work when tackling extremism and radicalisation? (Local Authority, Police, Healthcare, specialist support)
- What has the school done to develop understanding of Prevent in terms of staff development, policy and curriculum?

Providing evidence of a referral trail and outcomes for a specific case is often seen as excellent evidence by inspectors, and addresses the 'So what?' approach to safeguarding, where inspectors are interested in impact, not documents.

The tool might help Senior Staff feel confident that their school has done what it can to mitigate risk. The tick boxes could be RAG rated (Red for not done, Amber for partly, and Green for Completed)

Prevent Checklist	Yes/No	Evidence/Date
Safeguarding:		
Does your safeguarding policy make explicit that the setting sees protection from radicalisation and extremist narratives as a safeguarding issue?		NB: You do not need a separate Prevent policy, but Prevent should be referenced in your safeguarding policies
Are the lead responsibilities for Prevent clearly identified in the policy? • Prevent Safeguarding Lead • Prevent Curriculum Lead		NB: You don't need a curriculum lead, but many schools have them. This might be the RE/Citizenship Lead.
Training:		
Have all staff received training on Prevent?		Add dates of training and it's advisable to have a staff register taken during training
Has the Designated Safeguarding Lead been trained?		NB: Include things like DSL forums where there have been Prevent updates
Have Governors/School Leaders/Managers received training on Prevent?		Dates
Does your staff induction training programme cover Prevent issues?		Is it mentioned in the staff handbook?
Is training regularly renewed?		How often?
Referrals:		
Does your safeguarding policy make explicit how Prevent concerns should be reported within the setting?		You might want to include the diagram from page 18
Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported?		SLT could do spot checks
Is the referral pathway clearly displayed in the staffroom, and included within staff literature?		See page 18 or contact the council's Prevent team to get posters
Is there a clear statement about the range of interventions the school can offer to individuals at risk (eg mentoring programmes)?		
Building resilience:		
Do you have a clear policy statement about how the Prevent Strategy is addressed through the curriculum/other activities?		You might have mapped the curriculum or have links to SMSC etc?
Staff are confident in providing appropriate challenge to students, parents and carers if opinions are expressed that are contrary to British values of **democracy, individual liberty, the rule of law, mutual respect and tolerance of different faiths and beliefs,** and the promotion of **Community Cohesion**		
ICT:		
Has the setting ensured internet security systems prevent access to unauthorised or extremist websites?		Do you have a monitoring or filtering system (e.g. LGFL)? If so which one?
Is there an acceptable user agreement for staff when using ICT? Are staff aware of it?		
Visitors:		
HIs there a clear Visitors Policy that ensures visitors are vetted and adhere to the school's values and promote community cohesion?		
Do you have a policy to ensure that the premises cannot be hired out by groups or individuals that espouse violent and /or non-violent extremist views?		See pages Appendix 2 (pages 28-30) for Barking and Dagenham Venue Hire Form
Understanding of local risk and threat:		
Optional: You might want to add a sentence or two describing the local risk and threat, or Prevent priorities in Barking and Dagenham. This might be informed by training sessions you've had/discussions with Barking and Dagenham Prevent/links to issues you've had to deal with in the school this year or last		Replace text in column 1 should you wish to complete this section. In this box you could mention or provide links to what is being done to mitigate this

If you require assistance completing this checklist, please email: Prevent@lbbd.gov.uk

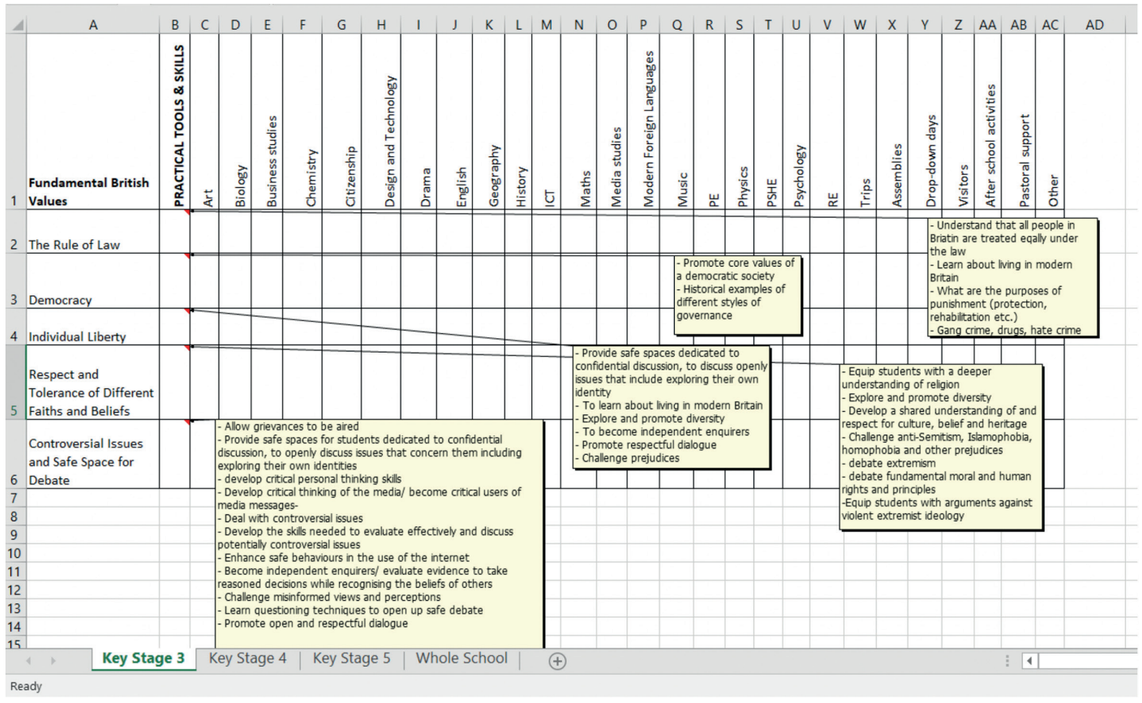
Mapping the Curriculum

Schools should consider whether their curriculum fully meets the requirements of preparing young people for life in modern Britain. The document below can help to ensure that staff are both instilling British Values in the curriculum and prepared for OFSTED questions.

When questions asked by inspectors seem to be unrelated to Prevent, this tends to be because they are working according to the Common Inspection Framework, which requires them to examine an institution's capacity to 'prepare young people for life in modern Britain', which encompasses more than just counter-radicalisation.

What is crucial here is that young people know that we live in a multi-cultural society where there is a huge amount of diversity and that they are expected to be tolerant of different cultures, faiths and beliefs. In schools, young people should be encouraged in schools to take part in discussion of controversial issues and be educated about different lifestyles.

All schools in Barking and Dagenham have been sent the curriculum mapping document shown below. If this is filled in it will help ensure universal provision of Prevent for all students. **Please note, we do require this to be filled in, and if you do use it we wouldn't expect all boxes to be filled in - please see Appendix 3 for more information.**



If you require staff training or advice on how to map the curriculum, please email: Prevent@lbbd.gov.uk

Online Resources

There are a number of resources to help support schools in promoting multiculturalism, building online resilience and promoting British values which are available on the Prevent section of the council website. There are also additional resources available online at www.educateagainsthate.com

This booklet has been designed to give a brief overview of Prevent in Barking and Dagenham. All the resources, policy guidance and mapping tools are also available online alongside new lessons, assemblies and tutor sessions, please go to: **www.lbbd.gov.uk/preventing-radicalisation**

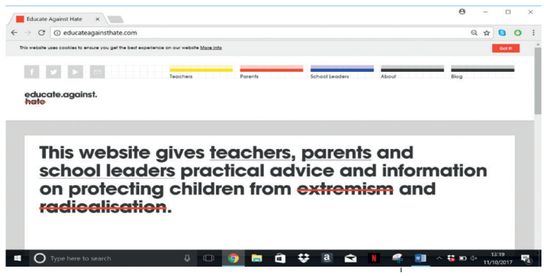
The LBBD Prevent website can provide:

i) KS1 lessons - We have three British Values lessons filled with games for young learners
ii) KS2 lessons - We have five lessons on embracing your multiple identities, building resilience against hate and critical thinking
iii) KS3-4 lesson s- We have five lessons on English Law intended to inform and empower students regarding responses to Hate Crime, Protected Characteristics, Laws on Freedom and online resilience.
iv) Parent Coffee Morning and leaflets - Online safety for ages KS1-4 and a course to understand British Law regarding Hate Speech and the Equality Act 2010.

If you have any further queries or suggestions for resources you would like to be developed please contact us.

Additionally, we recommend www.educateagainsthate.com for a variety of other lessons and assemblies on similar topics.

As Barking and Dagenham is a Prevent priority area we also fund external organisations to come into schools to lead sessions on extremism and radicalisation. For information about what is available please get in contact with the council's Prevent Team.



Frequently Asked Questions

Does the Prevent Duty stifle debate?

No. If implemented effectively the Prevent Duty should encourage debate about controversial issues. It is by talking about these things openly and exploring them that we can deconstruct extremist narratives and help young people develop resilience to them. We actively dissuade schools from avoiding difficult topics.

Does Prevent criminalise young people?

No. Prevent only works in the non-criminal space. Prevent offers early intervention to try to stop young people being drawn into extremist narratives that encourage violent extremism.

Is Prevent focused on Islamist extremism?

The Prevent strategy is concerned with any form of extremism that could lead to violent extremism. In Barking and Dagenham due to our diverse community, we deal in equal numbers with far right extremists, so called Islamists and mixed ideologies in our referrals.

Doesn't our school already fulfil the expectations required by the Prevent Duty?

It's likely it does. However, it is highly advisable that the Prevent checklists are filled in and that there has been some discussion or staff activity regarding curriculum mapping. It is also vital that every member of staff knows what they need to do if they have any concerns about these issues and how to refer a child.

If schools would like, we can provide parent courses on Prevent. This will help address any concerns parents have and will also provide them with the same information the staff receive. The ideal scenario would be if parents feel able to pick up the phone to the school and talk frankly about it to get support. Conversely, we would like to see a situation where staff feel confident discussing these issues with parents.

Useful Links

Child Protection Advice Line	020 8227 3811
Out of hours duty team - 4.45pm to 9am, Monday to Friday, weekends and bank holidays	020 8594 8356
Adult Intake Team	020 7227 2915
Out of hours emergency social work team	020 8594 8536
Anti-Terrorist Hotline	0800 789 321
Prevent E-Learning	www.elearning.prevent.homeoffice.gov.uk/auth/login
Current Terrorist Threat Level	www.gov.uk/terrorism-national-emergency
Educate Against Hate	www.educateagainsthate.com
Prevent section on the council website	www.lbbd.gov.uk/preventing-radicalisation
The Prevent Strategy	www.gov.uk/government/publications/prevent-strategy-2011
The Prevent Duty Guidance	www.gov.uk/government/publications/prevent-duty-guidance
Channel Duty Guidance	www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf
Imams online	www.imamsonline.com
Open Letter to Baghdadi	www.lettertobaghdadi.com/14/english-v14.pdf
Report Hate Crime	www.report-it.org.uk/home
Hope Not Hate	www.hopenothate.org.uk
Stop Hate UK	www.stophateuk.org
Since 9/11	www.since911.com
Foundation for Peace	www.peace-foundation.org.uk
NSPCC	www.nspcc.org.uk
Tony Blair Institute for Global Peace	www.institute.global
Small Steps	www.smallstepsconsultants.com

Appendix 1

Prevent Checklist	Yes/No	Evidence/Date
Safeguarding:		
Does your safeguarding policy make it explicit that the setting sees protection from radicalisation and extremist narratives as a safeguarding issue?		
Are the lead responsibilities for Prevent clearly identified in the policy? • Prevent Safeguarding Lead • Prevent Curriculum Lead		
Training:		
Have all staff received training on Prevent?		
Has the Designated Safeguarding Lead been trained?		
Have Governors/School Leaders/Managers received training on Prevent?		
Does your staff induction training programme cover Prevent issues?		
Is training regularly renewed?		
Referrals:		
Does your safeguarding policy make explicit how Prevent concerns should be reported within the setting?		
Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported?		
Is the referral pathway clearly displayed in the staffroom, and included within staff literature?		
Is there a clear statement about the range of interventions the school can offer to individuals at risk (eg mentoring programmes)?		
Building resilience:		
Do you have a clear policy statement about how the Prevent Strategy is addressed through the curriculum/other activities?		
Staff are confident in providing appropriate challenge to students, parents and carers if opinions are expressed that are contrary to British values of **democracy, individual liberty, the rule of law, mutual respect and tolerance of different faiths and beliefs,** and the promotion of **Community Cohesion.**		
ICT:		
Has the setting ensured internet security systems prevent access to unauthorised or extremist websites?		
Is there an acceptable user agreement for staff when using ICT? Are staff aware of it?		
Visitors:		
Is there a clear Visitors Policy that ensures visitors are vetted and adhere to the school's values and promote community cohesion?		
Do you have a policy to ensure that the premises cannot be hired out by groups or individuals that espouse violent and /or non-violent extremist views?		
Understanding of local risk and threat:		

Appendix 2

Barking & Dagenham

Barking and Dagenham Venue Hire Form

Barking and Dagenham Council recognises, values and welcomes the diversity of people living, working and visiting our Borough. We are committed to promoting equality and tackling social exclusion and discrimination.

Please follow the steps below to mitigate the risk of undesirable bookings. This document is not a definitive list and should be used in conjunction with other checking mechanisms.

Questions to ask:

Name of Employee Taking Booking Request	
Employee's Line Manager	
Date of Meeting	
Time of Meeting	
Room Number	
Site Location	

Name, address and phone number of organisation/s requesting booking

Details of the event (fill in only those applicable)

Theme:	
Title:	
Name of guest speaker/s (if relevant):	
Website/s associated with them (if relevant):	
Agenda:	
Content:	
Expected audience numbers	
Details of how the event will be promoted (ask for copies of flyers/posters etc)	
Is the event open to the public or ticket only?	
If teaching children, what materials might be used? Is there a curriculum which can be looked at in advance?	

Do they implement a policy that promotes equality and diversity and challenges all forms of discrimination? (ask for a copy)

☐ Yes ☐ No ☐ N/A

Have they agreed to the event subscribing to the council's equality and diversity strategy?

☐ Yes ☐ No

Have you shared your safeguarding policy and have you explained your organisational duty to the Safeguarding of Children and Vulnerable Adults?

☐ Yes ☐ No ☐ N/A

Check:

1. Run a check on the individuals/organisation/speaker by:
   - Viewing their websites, articles or speeches
   - Consider what other people are saying about them (articles/blogs etc.)
2. Ask for a reference from a venue provider used previously by the individual/organisation
3. If the booking is for a charity, check the charity number of the organisation with the Charity Commission: **www.charitycommission.gov.uk**

Have any concerns been identified	(Y/N)
Have any concerns been raised, if so to whom	(Y/N)

If any concerns are raised please inform your Line Manager and detail them on a seperate sheet and attach to this form.

Decide:

Is event approved to proceed	
Name of approving Manager	
Job Title	
Date of approval	

Signed: Print: Date:

See following page for further tips and advice.

Information regarding Prevent

- Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies (including the local authority), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This is known as the Prevent Duty. In complying with the Prevent Duty, there is an expectation that local authorities ensure that publicly-owned venues and resources do not provide a platform for extremists and are not used to disseminate extremist views.
- Therefore, the hirer is not to use local authority resources to espouse violent and/or non-violent extremist views
- The Government has defined extremism as "vocal or active opposition to fundamental 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 deaths of members of our armed forces."

Top tips

- If the event is being arranged by an event management, or another company, make sure you know who their client is
- By wary of individuals only giving mobile numbers
- If enquiries are made about internet use and bandwidth, investigate whether any speakers are participating in the event remotely
- Be wary of individuals/organisations making large cash payments
- Ensure that in the event of reputational risk to your organisation you have the ability to withdraw consent

Due Diligence process

Checks should, as a minimum, involve searching the information sources listed below. These searches will involve basic key terms (e.g. name).

a) Google (1st two pages of results as standard. Further searches undertaken if deemed necessary on the basis of the initial search return).
b) Social media (You tube, Twitter and Facebook)
c) Other sources will be reviewed if necessary, to the individual query – eg Companies House and Charities Commission websites

Information collected should focus on:

a) Concerns related to extremism - guided by the definition in the Prevent strategy
b) Retractions/clarifications made in response to these concerns
c) Wider information that may be of relevance (eg an individual's comments on integration)

The information presented should make clear:

a) What is directly attributable to an individual/ group, and what is alleged
b) The source of the information

For more information see:

- The Prevent Duty: **www.gov.uk/government/publications/prevent-duty-guidance**
- List of terrorist groups or organisations banned under UK law: **www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2**
- Charity Commission: **www.gov.uk/government/organisations/charity-commission**
- Barking and Dagenham Equality and Diversity Strategy: **www.lbbd.gov.uk/equality-and-diversity**

If you still have a concern contact the council's Prevent team on prevent@lbbd.gov.uk

In case of an emergency dial 999.
To report suspicious activity, call the Anti-Terrorist Hotline anonymously on 0800 789 321

Appendix 3

Mapping British Values Activity for Staff Training

Schools should promote Fundamental British Values (FBVs) through both the formal and informal curriculum. This means that not only should these values be taught in the normal curriculum, they should also be promoted through the school ethos.

This is a quick guide on how you might want to raise staff awareness of the good work that is currently being undertaken in your school on this. Please note the council do NOT require you to map FBVs, but you may want to undertake this activity during a staff training session to ensure all staff are aware of what they are and how the school already promotes them (it might also highlight where more explicit work on this could take place).

If you would like an excel copy of the mapping document please contact the Prevent team at **Prevent@lbbd.gov.uk**

This activity can be done in as little as 15 minutes.

Setting up

During an Ofsted inspection it's likely the question 'how do you promote fundamental British values?' will be asked. Staff in subject areas not normally associated with this would be expected to know how to answer. Therefore, we see it as best practice to do this training as a whole staff body.

If in a primary school we would advise having staff sat in in groups of mixed Key Stages, if in a secondary we would advise having staff from different faculties sat together. This is to ensure teachers get an understanding of how this applies to different subject areas.

Explain to staff that after being asked about what they would do should they have concerns about someone being drawn into radicalisation (report to the Designated Safeguarding Lead), it's likely they will be asked 'how does your school promote FBVs?'

The reason this question is likely to be asked is because the UK government's definition of extremism includes these values.

Step 1

Show either on the projector or have print-outs on tables of the UK definition of extremism:

'The vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance for those of different faiths and beliefs. The UK Government also regards calls for the death of members of our armed forces as extremist.'

Ask staff what they think of the definition.

It's likely there will be some resistance to the term 'British values.' Many people think it should be based on the UN Declaration of Human Rights instead, or be called universal values.

These objections are completely fine and worth discussing. However, it is worth making clear to staff that Ofsted won't mind if these things are called 'Our values, School values, Fundamental values etc.' The reason British values is used is because these values unfortunately aren't universal. That is not to say that these values are uniquely British though, or that they are superior to other values, just that these are values that the vast majority of people in this country adhere to.

You might also ask staff what further values they think should be added.

It's worth pointing out to staff that Prevent is concerned with **violent extremism/terrorism**. Therefore, a student is perfectly entitled to be against, for example, democracy. It would only become a Prevent concern should their views encourage violence against those in favour of it.

Step 2

Once you have discussed these values give each table an A3 print-out of the mapping document on the following page. This version has the four values on rows on the left hand-side, but also has a brief description of what each of these values could mean (if using the projector and the excel document sent by the council's Prevent team when you hover the mouse over the 'Practical skills and tools box' each of the descriptors will pop up).

At this point please also explain that there are some subject areas eg Humanities, where direct curriculum links might be more obviously apparent. However, all staff should know what sort of work goes on in school to promote these values.

Staff should also consider the informal curriculum - they might think about school trips, what takes place in form time, mentoring programmes, debate clubs etc.

Give each table two sets of different coloured post-it notes. One colour should be used for staff to identify where good promotion of these values already takes place, and the other to think about what else could be done.

Step 3

Feedback. Either ask members of staff to stick the post-it's up on the projector showing the excel doc, or in tables just highlight a few areas where they are already doing this and one or two where they could make more links.

Hopefully it will be apparent that as an institution you will already be covering these issues regularly. This session is intended to boost staff confidence in what already takes place in school.

Step 4

You might then want to have an allocated person to collate the information and add to the digital excel sheet as a snapshot of where FBVs are promoted throughout the school. This could be hyper-linked to Schemes of Work, individual lessons, or even pictures of a school trip.

Some schools have then gone on to map throughout the year where FBVs are promoted **but please note this does not have to be done.** If you are to fully map the curriculum please do bear in mind that certain subjects are naturally Prevent heavy eg PSHE, Citizenship, RE. It would therefore be a burden for them to explicitly mention every lesson where these things are covered, instead they could highlight a scheme of work or two where the promotion of these values is most prevalent.

If you would like thsea mapping documents to be sent to you, or would like the Prevent Education Officer to lead staff training on this please email: Prevent@lbbd.gov.uk

FBV's with Descriptors

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
1	**Fundamental British Values**	**PRACTICAL TOOLS & SKILLS**	Art	Biology	Business studies	Chemistry	Citizenship	Design and Technology	Drama	English	Geography	History	ICT	Maths	Media studies	Modern Foreign Languages	Music	PE	Physics	PSHE	Psychology	RE	Trips	Assemblies	Drop-down days	Visitors	After school activities	Pastoral support	Other	
2	The Rule of Law																								- Understand that all people in Briatin are treated eqally under the law - Learn about living in modern Britain - What are the purposes of punishment (protection, rehabilitation etc.) - Gang crime, drugs, hate crime					
3	Democracy																- Promote core values of a democratic society - Historical examples of different styles of governance													
4	Individual Liberty																													
5	Respect and Tolerance of Different Faiths and Beliefs																													
6	Controversial Issues and Safe Space for Debate																													
7																														
8																														
9																														
10																														
11																														
12																														
13																														
14																														
15																														

- 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

- Equip students with a deeper understanding of religion
- Explore and 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 their own identities
- develop critical personal thinking skills
- Develop critical thinking of the media/ become critical users of media messages-
- Deal with controversial issues
- Develop the skills needed to evaluate effectively and discuss potentially controversial issues
- Enhance safe behaviours in the use of the internet
- 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

Key Stage 3 | Key Stage 4 | Key Stage 5 | Whole School

Ready

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