

Prevent Duty Toolkit

Implementing the prevent duty through a whole school approach



Introduction

This Toolkit provides schools with the relevant resources and information to support them being compliant with their duties under the Counter-Terrorism and Security Act, which came into force on 1 July 2015. This Act requires specified authorities, including schools to “*have due regard to the need to prevent people from being drawn into terrorism*”. This is known as the ‘Prevent duty’.

The Prevent duty is part of the government’s overall counter-terrorism strategy **CONTEST** which aims to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence. This is nothing new and has existed in various forms since 2007, this strategy was recently updated in June 2018.

The strategy is organised around four work streams:

- **Pursue:** to stop terrorist attacks
- **Prevent:** to stop people becoming terrorists or supporting terrorism
- **Protect:** to strengthen our protection against terrorist attacks
- **Prepare:** to mitigate the impact of a terrorist attack

Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Prevent Duty is concerned with all forms of grooming that could lead to violent extremism. Currently the biggest threats come from Islamist and far right groups but there have also been referrals linked to animal rights movements and White Supremacist ideology.

Prevent does not aim to criminalise people for holding views, instead, it seeks to stop individuals from going to the extreme of committing or encouraging violent activity. While violent extremism is not confined to any age, sex, group or community group, young people are particularly vulnerable to the messages of violent extremists and terrorist organisations. Young people need opportunities that are relevant to develop the knowledge, skills and attitudes that can help them build resilience to such propaganda. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics. This includes terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. Prevent should be part of your overall safeguarding responsibilities and procedures and should not sit in isolation. Coventry Local Authority take the view that the Prevent agenda is a continuation of the good work that’s schools already do in promoting tolerance, diversity and individual liberty.

The toolkit has three sections;

- What does the Prevent Duty mean for schools?
- A guide to implementing the Prevent Duty
- Appendices which include checklist, templates and resources

Summary of Government Definitions

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.
Radicalisation¹	The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
Terrorism	An action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
Prevent	Stop people becoming terrorists or supporting terrorism. Safeguarding vulnerable people from radicalisation is no different from safeguarding from other forms of harm.

¹During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Section 1

What does the Prevent Duty mean for schools?



Risk assessment



Working in partnership



Staff training



IT policies



Monitoring and enforcement

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. “Protecting pupils and students from radicalisation is part of the wider duties of teachers.” **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. The Department for Education’s (DfE) statutory guidance for schools and colleges, ‘Keeping children safe in education’² sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children. A revised version of the guidance has been published that applies from 3 September 2018.

Schools have a clear responsibility to exercise their duty of care and to protect the welfare of children and young people. It is understood that every school is unique and this means that any engagement or activity conducted under Prevent must be considered in light of local circumstances. Prevent support can be adapted to ensure that any activity is both appropriate and proportionate.

²Keeping children safe in education: for schools and colleges.

In March 2018, the DfE published a revised version of its guidance, ‘Keeping children safe in education’ (KCSIE), to come into effect from September 2018. The DfE has also published its guidance, ‘Working together to safeguard children’. The guidance is available at the following link www.gov.uk

The Prevent Duty guidance is set out in terms of five themes:



Risk assessment

Schools are expected to **assess the risk** of children being drawn into terrorism, including support for extremist’s ideas that are part of terrorist ideology. For schools this means being able to demonstrate both a general understanding of the risks affecting children and young people and a specific understanding of how to identify individual children who may be at risk of radicalisation. There is no such thing as a ‘typical extremist’ and those involved in extremism come from a range of backgrounds and experiences. **See Appendix 1 Factors that may contribute to vulnerability.**



Schools need to have robust safeguarding policies in place to identify children at risk, and should also set out clear procedures for protecting children at risk from radicalisation. These procedures maybe set out in existing safeguarding policies, it is not necessary for schools to have distinct policies on implementing the Prevent duty (although some schools choose to do so). See [Preventing Extremism and Radicalisation Policy Template](#) for more information.



Working in partnerships

The duty builds on existing local partnership arrangements, for example governing bodies and proprietors of all schools should **ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board**. Effective engagement with the parents/guardians or family should be considered as they are in a key position to spot signs of radicalisation. It is important that advice and support is offered to families who raise concerns and that they are signposted to relevant support mechanisms.



Staff training

The Prevent guidance refers to the importance of **Prevent awareness training**. It is important that schools should make sure that staff have training that gives them the knowledge and the confidence to identify children and young people at risk of being drawn into terrorism, and to challenge extremist ideas. As a minimum schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation. Prevent does not require school staff to intrude unnecessarily into pupils 'family lives', but they must take action if they have cause for concern, as with any other safeguarding risk.



Good practice is that senior leadership teams, safeguarding leads, designated teachers for child protection should attend Prevent awareness training in order to disseminate and share with staff, governors and volunteers. For non-teaching staff and other personnel an e-learning module has been developed by the Home Office and is available from www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html

The guidance from the Home Office explains that schools should be "safe spaces" that allow pupils to "understand and discuss sensitive topics" such as terrorism and extremist ideas, and also to teach pupils to recognise and manage risk, think critically, and make reasoned arguments. 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.



IT Policies

Online safety is a whole school issue and schools are expected to ensure that children are safe from terrorist and extremist material when accessing the internet in school.



Schools need to regularly review their ICT policy and practice, there should be a system in place that records and review all incidents in order to establish whether there are any patterns of extremists groups targeting the school and whether current procedures are robust enough to deal with the issue. This includes setting up appropriate filtering systems so that children aren't exposed to harmful online content. Schools need to note that filtering is an effective tool, but it is important to remember that no filtering software is fool proof and should be combined with the full range of internet safety measures such as acceptable use policies.

It is good practice to ensure that hardware and software systems used in the school are accredited. These require providers to block illegal content and at least 90% of inappropriate content. The definition of illegal content includes racist and hate material and material that promotes violence or attack on individuals on the basis of religious, racial or gender grounds. Schools need to review the Acceptable Use Policy of the school for pupils and staff to ensure that use of materials related to violent extremism is prohibited and that pupils, staff and governors are clear on the policy.

Social media is an increasingly influential part of life particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremists groups are actively using social media to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting young people from extremist's narratives and Prevent can play an active part in this process. To report any online terrorist related online material contact the local Counter Terrorist Unit (CTU) or report to www.gov.uk/report-terrorism



Monitoring and enforcement

The Office for Standards in Education (Ofsted) inspectors already have regard to the school's approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these.

Relevant inspection areas which link to the Prevent agenda are:

- "The Prevent duty: departmental advice for schools and childcare providers, Dfe, 2015
- "Keeping children safe in education: Statutory guidance for schools and colleges", DfE, 2018^{3,4}
- "Working Together to Safeguard Children", DfE, 2018⁵
- The Equalities Act 2010
- The Curriculum, British values and community cohesion

The government set out its definition of British values in the 2011 Prevent Strategy, values of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

There are five areas which schools are inspected on, and the first three are very relevant to Prevent and are clearly mentioned within the framework for inspectors.

- Overall effectiveness
- Leadership and management
- Personal development
- Quality of education
- Behaviour and attitudes

³ The Prevent duty, Department for Education, 2015 [click here](#)

⁴ "Keeping children safe in education", Department for Education, 2018: [click here](#)

⁵ "Working together to safeguard children", Department for Education, 2018: [click here](#)

Section 2

Guide to implementing the Prevent Duty



Organise a Prevent working group and/or identify a Prevent Lead



Ensure that you review your school policy and practices around Prevent



How does the school promote British values?



How does the school promote online safety?



Communication



Review, monitor and evaluate



Organise a Prevent working group and/or identify a Prevent Lead

Setting up a Prevent working group gives ownership to a number of people or you could nominate a Prevent lead. Either can begin to set out a clear and shared vision and can include your schools:

- Senior Leaders
- Designated safeguarding leads
- Pastoral lead
- PSHE or Citizenship Coordinator
- CPD/staff training lead
- Governing body
- Student council

The school Prevent lead should be someone with senior leadership responsibility, for example, this could be the school's Designated Safeguarding Lead (DSL). Effective communication about this agenda is important so that all stakeholders are regularly updated on any developments and opportunities to share progress or concerns. The Prevent duty could be incorporated in regular meetings and be included as an on-going agenda. [See Appendix 4 for a Prevent Working Group/ Nominated Prevent Lead Checklist.](#)

Before you begin you might want to carry out a staff baseline self-assessment. The following are some suggestions that you could include to identify your aims and objectives for the Prevent working group or Prevent lead. These results could be shared with staff and governors.

- Do staff have basic understanding of the Prevent strategy aims?
- Are staff confident to discuss how vulnerability 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?
- Has the school asked staff where they may need personal development or more information about extremism issues?
- 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 to the pupils and as part of a whole school approach?
- Do staff understand how these values are promoted within subject areas beyond the curriculum?



Ensure that you review your school policy and practices around Prevent



Schools have a clear responsibility to exercise their duty of care and to protect the welfare of pupils and this includes safeguarding them from risk of being drawn into terrorism. It is important that the schools approach to Prevent is embedded into the school culture. You will need to review your school policy and practices around Prevent. [See Appendix 5 Prevent Self-Assessment checklist for schools.](#) [See Appendix 6 for Coventry School Prevent Risk Assessment](#)



Promoting British Values and Spiritual, Moral, Social and Cultural (SMSC) Education

Spiritual Moral, Social and Cultural values have been ‘taught’ in schools for many, many years now and feature in the Ofsted Framework. The 1944 Education Act laid a requirement on schools “to promote the spiritual, moral, mental, cultural and physical development of pupils’. This is sometimes referred to in the abbreviation SMSC.

In November 2014, the Department of Education produced non-statutory guidance on how schools should promote British values as part of spiritual, 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 update the School Inspection Handbook (2019) to set out what inspectors to look out for:

Before making the final judgement on the overall effectiveness, inspectors will evaluate:

- The effectiveness of the schools provision for pupils’ Spiritual, Moral, Social and Cultural education. This is a broad concept that can be seen across the school’s activities, but draws together many of the areas covered by the personal development judgement (paragraph 215)

What will Inspectors look for?

An important aspect of the overall effectiveness judgement is a consideration of how well the school contributes to the promotion of the pupils’ spiritual, moral, social and cultural development through;

- Climate and ethos (enabling personal development)
- Range of opportunities (developing self-esteem)
- Development of social skills

Also of how British values are spread throughout the school.



Promoting online safety

Schools are expected to have measures in place to protect pupils from terrorists or extremists materials when using the internet, according to Home Office guidance and this includes setting up appropriate filtering systems. Online safety is a whole school issue and can only be effectively addressed through collective critical thinking and a social, cultural and educational approach.

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

Staff need to be aware of those students who are being targeted by or exposed to harmful influences from violent extremists via the internet. Students and staff are warned of the risks of becoming involved in such groups and informed that accessing such websites is against school policies. All incidents should be dealt with as a breach of the acceptable use policies and the school's behaviour and staff disciplinary procedures should be used as appropriate.



The e-safety officer and the designated child protection officer should record and review all incidents in order to establish whether there are any patterns of extremist groups targeting the school and whether current school procedures are robust enough to deal with the issue.

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

[See Appendix 8 On how to promote online safety.](#)



Communication

Clear communication and consistent messages will create awareness of your strategy/approach and get buy in from the whole school community. Below are some ideas and activities to help.



- **Run an INSET** session/train your staff around Prevent, Awareness of British values
- **Raise awareness of British values** and ask staff to identify opportunities where they can promote these. This can be used by Senior Leadership Team 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 email or staff message boards;
- **Ensure staff are all aware of the referral route and key contacts:** Disseminate and display the Coventry referral process this might include a copy in your staff induction pack
- **Access opportunities for your pupils** within school eg assemblies, circle time, within curriculum areas eg citizenship, RE. Also opportunities that are being promoted by the Local Authority
- **Update your governors:** Leadership is a theme that appears heavily within the Home Office Prevent duty advice. As well as including 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 has embedded, and is practicing the Prevent duty



Review, monitor and evaluate

It is important to factor-in some time to review, monitor and evaluate to assess your strategy/approach. Encourage your Prevent lead/working group to share developments and consider creative way to gather feedback from the wider school community.

This could include:

- **Reviews:** Your Prevent working group or Prevent lead should continue to engage with staff at least half termly to discuss developments. Find out more from staff about what they feel is working and what could be improved in terms of Prevent and promoting British values. Also ask the student council and governing body for suggestions and feed this back to staff
- **Evaluate impact:** At the start, you may have undertaken a Prevent self-assessment and developed a Prevent action plan to identify your aims and objectives for your Prevent working group or nominated Prevent lead. You might want to carry out a staff survey after some time to assess the impact of your strategy/approach, and share results with staff and governors
- **Monitoring:** Ensure that you continue to refer to this step-by-step guide to implementing Prevent and use the Prevent working group/Prevent lead checklist, or your self-assessment and Prevent Action Plan to help keep on track

Section 3

Appendix



Risk Assessment Factors that may contribute to vulnerability



Prevent Concern for a Vulnerable Pupil



Supporting children who are travelling/have travelled abroad to specific locations



Prevent Working Group/Nominated Prevent Lead Checklist



Prevent Self-Assessment Checklist for Schools



Coventry School Risk Assessment



Approaches that schools can take to promote British Values



How to Promote Online Safety



Referral form



Associated terminology



Local contact



Risk Assessment Factors that may contribute to vulnerability

What are the risks?

There is no such thing as a “typical extremist”, those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. Pupils can be vulnerable to being drawn into extremism; they are at an impressionable age - exploring ideas, identity etc. They can be exposed to extreme messages e.g. on the internet, they can be targeted by radicalisers and they can be susceptible to group dynamics, “glamour” of terrorist cause. Exposure to extremist groups increases risks of young people being drawn into criminal activity, and potential to cause significant harm.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as:

- Family members or friends and/or direct contact with extremist groups and organisation

- The internet and the use of social media in particular has become a major factor in the radicalisation of young people such as sharing of extremist ideologies and views: it may take form of a ‘grooming’ process where the vulnerabilities of a young person are exploited to form exclusive friendship, drawing them away from other influences that might challenge radical ideology

Schools are expected to assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area. You will need to demonstrate that you are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. It is vital that staff working with children and young people are able to recognise those vulnerabilities. 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 that may contribute to vulnerability

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

Access to extremism/extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate?
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity?
- Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?

- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity that are illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

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

Social factors

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

More critical risk factors could include:-

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

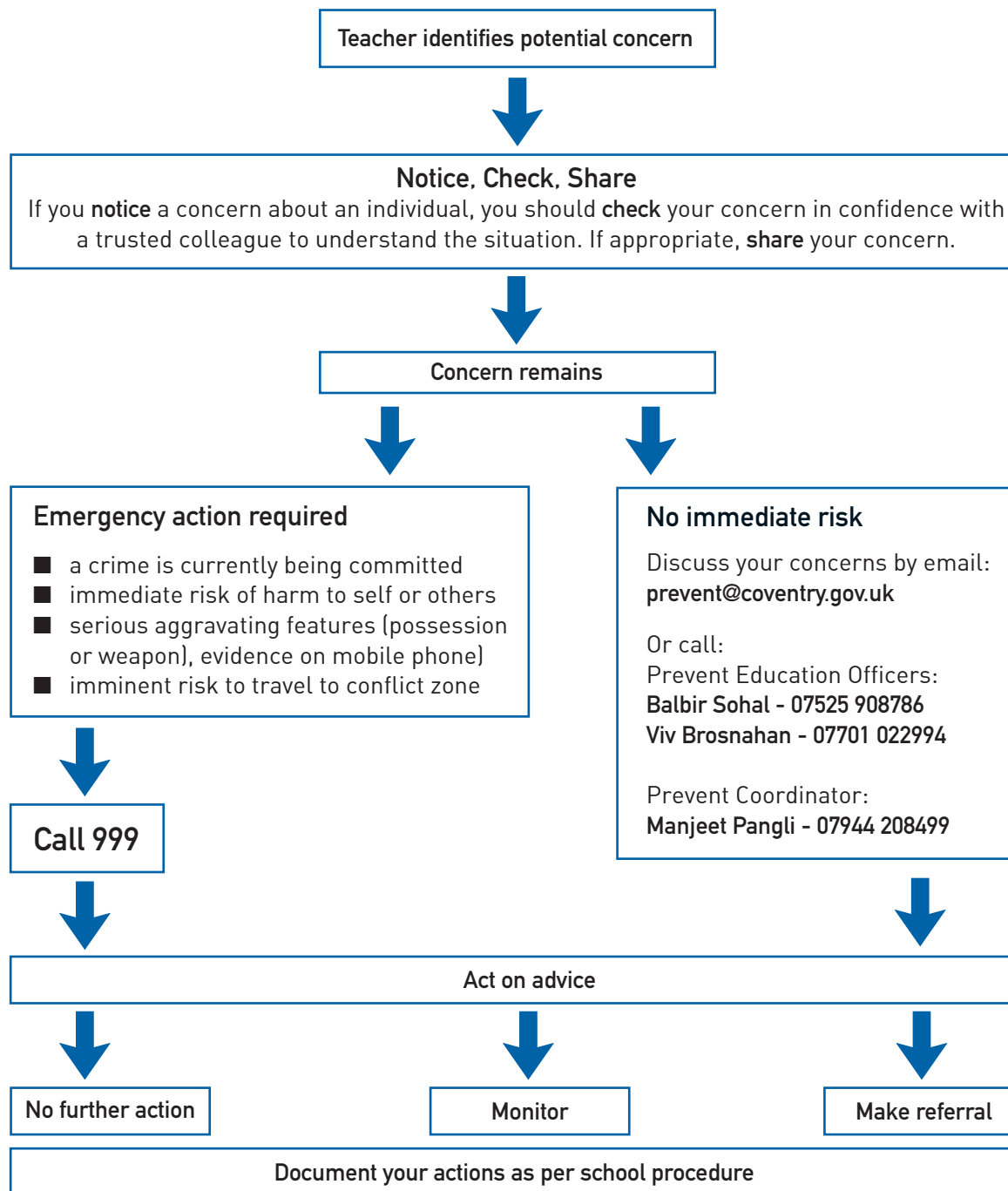
If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer.

Travel

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



Prevent Concern for a Vulnerable Pupil





Supporting children who are travelling/have travelled abroad to specific locations

Dear Parent

Travel Abroad

Name of pupil has advised us that he/she will be travelling to **(destination)** on **(date)** to **(date)**.

Travel abroad can be a fantastic learning experience and we encourage pupils to broaden their life experiences to give them a deeper understanding of how other people live around the world. Any trip during term time is discouraged so that it does not negatively impact children's education, but we do consider any requests on a case by case basis.

We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations.

www.gov.uk/foreign-travel-advice

There have been numerous incidents of young UK nationals travelling abroad which breached current UK legislation, and also legislation of the country of destination if arriving illegally though unsupervised border crossings.

In a handful of cases parents were unaware of their child's plans to travel so this is one of the reasons that we have contacted you to confirm you are fully aware and are happy with the proposed travel arrangements.

Your child's safety is paramount to the school and travel abroad is covered within safeguarding protocols and current legal duties placed upon educational institutions.

Please do not hesitate to contact **(insert name)** on any issues relating to the content of this letter.

Yours sincerely

Insert name



Prevent Working Group/Nominated Prevent Lead Checklist

Step	Action	Actions/Notes
1. Organise a Prevent working group or identify a Prevent Lead	<ul style="list-style-type: none"> ■ Who will lead on Prevent in school? ■ Who will be part of the Prevent working group? ■ How often will the group meet? ■ How often will they update staff on Prevent developments 	
2. Plan and prepare your policy	<ul style="list-style-type: none"> ■ 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, pupils and parents clear about how/where to report Prevent concerns and is this referral process widely promoted and understood? 	
3. Promote British values	<ul style="list-style-type: none"> ■ Have you mapped opportunities across and beyond the curriculum? ■ How will you address any gaps identified? ■ Are staff/ pupils/parents/ governors familiar with these values and how are they demonstrated? 	
4. Promote online safety	<ul style="list-style-type: none"> ■ 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, pupils and parents clear about how/where to report concerns and use the referral process 	

Step	Action	Actions/Notes
5. Communication	<ul style="list-style-type: none"> ■ Have you planned a staff INSET, including Prevent as part of new staff induction; and as an on-going item in staff briefing? ■ Have you considered which topics will be covered in pupil assemblies and across circle time? ■ Have you arranged a parent safeguarding session to raise awareness of safeguarding issues – including Prevent? 	
6. Review, monitor and evaluate	<ul style="list-style-type: none"> ■ Is your Prevent group/lead sharing developments regularly ■ Have you carried out a survey to assess the impact of your strategy/approach? ■ 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? 	



Prevent Self-Assessment Checklist for Schools

This self-assessment checklist has been developed for schools for the Senior Leadership Team and governors to assess if Prevent has been adopted and embedded into their school's mainstream policies and procedures. A checklist of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self-assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further. In the

past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff. The audit must be reviewed at the very least bi-annually and a record of each audit filed and kept in school.

Area	Owner	Guidance	Evidence	RAG status
Does your safeguarding policy make explicit that the school sees protection from radicalisation and extremists narratives as a safeguarding issue?		DfE advice states that it is not necessary for schools to have distinct policy on implementing the Prevent duty but it should at least be incorporated into the existing safeguarding policy. The Prevent duty requires schools to be compliant around risk assessment; working in partnership; staff training; IT policies; and building children's resilience to radicalisation. Do you have a specific risk assessment for Prevent or is it included as part of your wider risk assessment procedures?		
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? ■ Responsibilities for record keeping 		It is important that the school's senior leadership team and all staff are aware of the Prevent duty and what it means for schools, As well as nominating a safeguarding/curriculum lead it is important to recognise who has responsibility for school security - with responsibility for checking visitors to the school premises and school premises used by outsiders, ensuring record keeping is compliant and appropriate checks are done.		

Section 1

What does the Prevent Duty mean for schools?

Section 2

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Appendices

Area	Owner	Guidance	Evidence	RAG status
<p>Have ALL staff received appropriate training on Prevent approved by the DfE and Home Office, such as WRAP (Workshop to Raise Awareness of Prevent); Home Office e-learning on Prevent</p> <ul style="list-style-type: none"> ■ Does this include support staff? ■ Are there provisions for new staff induction? 		<p>The Government has launched educate against hate educateagainsthate.com a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning www.elearning.prevent.homeoffice.gov.uk</p>		
Have Governors received a Governor Prevent briefing?		See above – Training resources aimed at parents, teachers and school governors/leaders and links to other resources.		
Has the designated Safeguarding Officer/team received Prevent training?		Contact the Coventry Prevent Education Officer to enquire about free training for staff.		
Is there appropriate staff guidance and literature available to staff on the Prevent agenda?		Display Appendix 1 in relevant places (e.g. school staff room) which sets out Coventry's referral map for reporting a Prevent concern for a vulnerable pupil.		
<p>Does your Safeguarding Policy make explicit how Prevent concerns should be reported within school?</p> <p>Does an audit trail for notification reports or referrals exist, and are Prevent referrals/notifications being managed or overseen by relevant staff?</p>		Ensure staff are aware that Prevent referrals involve following your school's existing child protection procedures, using the notice - check - share guidance set out in detail in Coventry's referral map for reporting a Prevent concern for a vulnerable child and/or adult - see Appendix 2 .		
Do you have a clear statement about how the Prevent agenda is addressed preventatively through the curriculum and other activities?		The school's curriculum helps protect pupils against extremism and promotes community cohesion.		

Area	Owner	Guidance	Evidence	RAG status
Does your policy specify British values are addressed though the curriculum and other activities?		<p>The Prevent duty guidance states that 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. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. You will find Departmental advice on promoting basic important British values as part of pupil's spiritual, moral, social and cultural (SMSC) development:</p> <p>www.gov.uk/government/publications/promotingfundamental-british-values-through-smsc</p> <p>This guidance describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values and provides a list of different actions that schools can take.</p> <p>Please also refer to Appendix 7 Approaches that schools can take to promote British Values.</p>		
Have Prevent curriculum interventions been mapped across age range and subject?		Schools will have a range of initiatives and activities that promote the SMSC needs of children aimed at protecting them from radicalisation and extremist influences. Pupils also need to be aware of the benefits of community cohesion and the damaging effects of extremism on community relations.		

Area	Owner	Guidance	Evidence	RAG status
<p>Are key staff confident to hold difficult conversations with pupils, or discuss incidents that could give rise to fears and grievances?</p>		<p>Staff should be able to provide appropriate challenge to pupils, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion. School should also deliver training that helps develop critical thinking skills around power of influence, particularly on-line and through social media. Please request advice, support and training from Coventry Prevent Education Officer who could assist teaching staff in holding conversation and discussing specific incidents with pupils.</p>		
<p>Is there a clear statement about the range of interventions the school can offer to individuals at risk?</p>		<p>The school can offer safeguarding interventions to individuals at risk the same way it would with any safeguarding concern. The school should always make a Prevent referral for anyone at risk of radicalisation. Access referral form on page 41.</p> <p>Relevant information is then gathered and shared to determine if there is any vulnerability to radicalisation. An initial safeguarding plan can be put in place and consideration will be given to the Channel Programme thresholds. Channel focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.</p>		

Area	Owner	Guidance	Evidence	RAG status
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?		<p>The statutory guidance says schools in England and Wales are required to “ensure children are safe from terrorist and extremist materials when accessing the internet in school, including appropriate levels of filtering.” Any online security system will need to be supported with good teaching and effective supervision. More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school’s ICT curriculum and can also be embedded in other subjects (Citizenship/PSHE/RSE. General advice and resources for schools on internet safety are available on https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF</p> <p>As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.</p>		

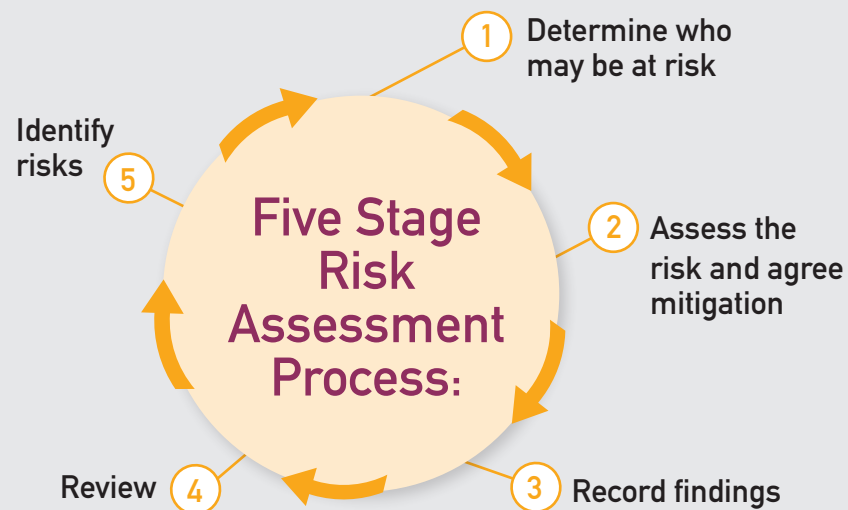


Coventry School Risk Assessment

A risk assessment is:

- A systematic method of identifying, analysing actual and potential risks
- Considering what could go wrong and its impact
- Deciding on suitable control measures (an action plan)

An action plan will identify and manage the control measures put in place to mitigate the identified risks.



The need for a risk assessment:

The Counter-Terrorism & Security Act 2015, Section 26 Prevent Statutory Duty states that designated specified authorities are:

“To have due regard to the need to prevent people from being drawn into terrorism.”

Education is a specified authority defined in paragraph 65 of the Statutory guidance and is expected to demonstrate activity in the following areas:

- Risk assessment
- Working in partnership
- Staff training
- IT Policies

Creating a risk assessment:

The general risks affecting pupils will vary depending on your local area and their age, and you must understand these risks so you can respond in an appropriate and proportionate way. If your school decides to produce a risk assessment for radicalisation and extremism, it could cover:

- Signs of racist or sexist attitudes
- The likelihood of racist incidents
- The socioeconomic status of the community
- Indications of gang culture
- Whether the school is in a Prevent priority area
- The referral pathways to be followed if concerns are raised
- Online radicalisation

You should base a risk assessment on:

- Knowledge of your community
- Evidence from behaviour records and other internal monitoring systems
- Evidence gathered from pupil and parent voice activities

Take a multi-agency approach to your risk assessment; consult with other agencies in your area such as the local safeguarding board, the police and other schools in your area.

Risk assessment and action planning model



Management:

- Annual or as required
- SMT/Governor's ownership



Action Planning:

- Identify mitigation measures
- Future actions and internal oversight/governance
- Compliance with duty



Consultation:

- Prevent Coordinator and PEO
- Students, other identified stakeholders
- School and Police panel
- Local intelligence



Sources:

- Institution held information
- Sector data, guidance i.e. Ofsted

Prevent Risk Assessments - Areas to cover

Risk Assessment:

The Duty says:

“Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology”

- Robust safeguarding policies
- Consideration of referrals to Childrens Social Care or Channel
- Prevent risk assessment
- The need to demonstrate that they are protecting children at risk

Working in Partnership

The Duty says:

“governing bodies ... of all schools and registered childcare providers should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (LSCB)”

- Partnership informs risk and understanding of good practice.
- Links to local Prevent partnerships, forums and networks
- DfE, Local Authority, Police, Safeguarding networks

Staff Training

The Duty says:

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

“know where and how to refer children and young people for further help”

- Link to safeguarding training and local risk awareness/context
- Understand how/when to make a Prevent/safeguarding referral
- Challenge extremist ideas and narratives

IT Policies

The Duty says:

“expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering”

- Robust oversight of access to unlawful, extremist material
- Effective monitoring systems to inform safeguarding oversight
- Online safety understanding and resilience for students

Other Areas which may be included are:

Leadership

- Who has responsibility for Prevent? SMT lead &/or Governor lead?
- Ownership of the risk assessment and action plan

Speakers & Events

- School security
- A policy to manage external visitors (outside of agency teaching staff)
- Supervision on site – link to visitors’ policy
- Sharing of materials, ideas with students

School Security

- On site security – ID lanyards,
- Visitors – contractors, parents,
- Critical incident plans – “lockdown”
- External messaging

What should a Risk Assessment look like?

There is no prescriptive format or style for a Prevent risk assessment or action plan and institutions have the flexibility to utilise existing corporate models or devise one to suit their own needs.

It is acceptable and often useful to combine the Prevent risk assessment with the action plan.

However

- It should reflect the specifics of your institution and not obviously be a generic document

- It should clearly identify when it was last updated, reviewed, authorship and importantly executive oversight
- It should demonstrate how risks have been identified and assessed

A view from Ofsted

Risk assessments

- “As ‘specified authorities’ under schedule 6 schools should ‘demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body and assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology’
- This doesn’t have to be a written risk assessment. We would ask leaders about their awareness of risk and what they do about it”



Local risks

- “we would expect schools to be aware of these (for example through their work with the local authority or where such exists the local prevent coordinator)”

Staff training

- “We look at Prevent as part of the inspection of safeguarding more widely. We might ask, for example, about staff training - again as part of a wider discussion on safeguarding”

The following is an example of a template you may wish to use. It's essential to evaluate the risks of your own school's context, so you shouldn't rely on other schools' risk assessments to create your own. You should work with the [Coventry Prevent Team](#) who will be able to provide contextual information to help you understand the risks in your area.

Please refer to the [Coventry Prevent Duty Toolkit](#) for further guidance.

Template - Prevent Risk Assessment And Action Plan

School:	Date of Assessment:
Safeguarding Manager/Assessor:	Date for review:
<p>School Profile</p> <p>Complete with a pen picture or profile of the school, its demographics, its teaching principles or school ethos; describe in summary your educational, social or cohesion challenges.</p>	
<p>Coventry - Situational Analysis</p> <p>(This should include your knowledge of risk and threat in the local area)</p>	
<p>School Strategies, Policies and Procedures</p> <p>A shortlist of existing school policies and procedures which seeks to address or reduce the risks associated with extremism. E.g. Safeguarding policy, Prevent policy (if you have one). Procedures (safeguarding, school security management, disciplinary, behaviour, room booking, external speakers).</p>	

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Risk area	Hazard	Severity (A) 1 (Low) 5 (high)	Likelihood (B) 1 (Low) 5 (high)	Risk Rating A X B	Existing Measures	Proposed Action	LEAD	DATE	RAG
1. Leadership	<p>1.1 The senior leadership team are unaware of the Prevent strategy and its objectives</p> <p>1.2 There is no identified strategic Prevent lead within the school</p> <p>1.3 The strategic lead does not understand the expectations and key priorities to deliver Prevent and that this is embedded within safeguarding procedures</p> <p>1.4 Prevent safeguarding responsibilities are not explicit within the schools safeguarding team</p> <p>1.5 There is not a clear awareness of roles and responsibilities throughout organisation regarding Prevent</p> <p>1.6 The prevent agenda and its objectives have not been embedded within the appropriate safeguarding processes</p>								

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Risk area	Hazard	Severity (A) 1 (Low) 5 (high)	Likelihood (B) 1 (Low) 5 (high)	Risk Rating A X B	Existing Measures	Proposed Action	LEAD	DATE	RAG
2. Working in Partnership	<p>2.1 The School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally</p> <p>2.2 Pupils are radicalised by factors internal or external to the school</p>								
3. Staff Training	<p>3.1 Staff are not aware of the school's procedure for handling safeguarding concerns and/or do not feel comfortable sharing issues internally.</p> <p>3.2 There is no appropriate staff guidance and literature available to staff on the prevent agenda</p> <p>3.3 Limited staff training time available on Prevent</p> <p>3.4 Governors do not have a shared awareness of the importance of this issue as a safeguarding one</p> <p>3.5 Limited governor training time available.</p>								

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Risk area	Hazard	Severity (A) 1 (Low) 5 (high)	Likelihood (B) 1 (Low) 5 (high)	Risk Rating A X B	Existing Measures	Proposed Action	LEAD	DATE	RAG
4. IT Policies	<p>4.1 Pupils access extremist or terrorist material whilst using school networks</p> <p>4.2 On-line/social media communications relating to extremist or terrorist materials feature the school's branding</p> <p>4.3 Pupils access extremist or terrorist materials out of the school setting</p> <p>4.4 Pupils are not equipped to identify such websites when accessing the internet out of school.</p> <p>4.5 Parents are not equipped with IT knowledge to ensure appropriate firewalls etc on put on digital technology</p> <p>4.6 No filtering/firewall systems are in place to prevent individuals from accessing extremist websites</p> <p>4.7 Filtering systems have not been tested and are not up to date?</p> <p>4.8 School is unaware if somebody has access extremist sites</p>								

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Risk area	Hazard	Severity (A) 1 (Low) 5 (high)	Likelihood (B) 1 (Low) 5 (high)	Risk Rating A X B	Existing Measures	Proposed Action	LEAD	DATE	RAG
5. Speaker & Events	5.1 Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'								
	5.2 Extremist or terrorist related material is displayed within the setting								
	5.3 School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics								
6. School Security	6.1 There is no restrict access to the school site								
	6.2 Contractors and visitors are not aware of Hire and lettings agreements include the fact that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics								
	6.3 There is no Lockdown policy or procedures								



Approaches that schools can take to promote British Values

The School Inspection Handbook 2019 (pages 59 – 61) will evaluate the schools provision for the pupils' development of spiritual, moral and cultural development as follows:

The **spiritual** development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faith, feeling and value
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The **moral** development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The **social** development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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

The **cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitude towards different religious, ethnic and socio-economic groups in the local, national and global communities

How can curriculum 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 PHSE, RE, Citizenship, English, Geography, Mathematics, Politics, Social Science, Media, ICT, Modern Foreign Languages and other subjects across KS3, KS4 and KS5
- Identify any other opportunities across subjects and outside the curriculum where these values can be demonstrated
- Review schemes of work and highlight topics which broadly reflect these values

Beyond the curriculum: A holistic approach can develop a strong school ethos to promote these values via:

- Assemblies and collective worship sessions to address how British values are relevant to all pupils. These can include a series of themes around building blocks of extremism or radicalisation e.g. power, control, fairness, respect, faith and other issues contained within the British values concept
- You can introduce discussions around themes introduced in your assembly during circle time, to promote critical thinking opportunities for dialogue to discuss current affairs and topical issues; and to provide a safe space for pupils to exchange ideas, address sensitive issues and reinforce values contained within the British value concept
- International days to celebrate and promote awareness of different cultures
- Fundraising initiatives to raise awareness for global humanitarian issues
- Debating clubs to discuss local, national and global issues
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths, and consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

Other examples where schools can promote British values include:

- Include in suitable parts of the curriculum, age appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- Ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- 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 pupil peer mentors in a safe space where pupils can ask questions and discuss issues or concerns such as online safety, bullying or discrimination
- Empowering pupils to develop a strong sense of identity and become positive role models through social action, volunteering, delivering assemblies, cyber-mentoring, community and fundraising projects for charities
- Talking to parents and carers about the risks of possible radicalisation
- Arranging visits from authorities such as the police and youth justice organisations where they can reinforce the importance of the rule of law

Resources

Educate Against Hate

The Government has launched educate against hate www.educateagainsthate.com a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders.

The Deliberative Classroom: Leading knowledge-based discussions and debate

www.teachingcitizenship.org.uk/deliberative-classroom-topical-debating-resources-and-teacher-guidance

Written and developed by the Association for Citizenship Teaching (ACT), Middlesex University and the English Speaking Union (ESU), The Deliberative Classroom is a project funded by the Department for Education (DfE) to support teachers to lead knowledge-based discussions and debates with students on topical issues relating to fundamental British Values, Citizenship and Equality. The Key Stage 3 resources will be published as six packs over 18 months with a first topic of Religious Freedom.

Association & Medway Public Health: Addressing extremism and radicalisation lesson plans

www.pshe-association.org.uk/curriculum-and-resources/resources/addressing-extremism-and-radicalisation-lesson

A series of four lesson plans for Key Stage 4 with a specific focus on addressing extremism and radicalisation of all kinds, from the PSHE Association, commissioned by Medway Public Health Directorate. Each lesson plan includes an accompanying Powerpoint presentation and relevant resources.

ACT for YOUTH: RUN, HIDE, TELL

www.npcc.police.uk/counterterrorism/actforyouth.aspx

ACT for Youth is a freely-available collaborative resource from CTP (Counter Terrorism Policing), the PSHE Association and Girl guiding designed to teach young people how to react if caught up in a gun or knife terror attack. The resources include an animated film which can be delivered as part of a comprehensive practitioner pack with guidance notes and age-appropriate lesson plans for Key Stage 3 and Key Stage 4. The resources are focussed around the 'RUN, HIDE, TELL' theme, extended to include 'TREAT' with guidance notes, lesson plans and powerpoint resources from St John Ambulance on administering First Aid.

Grid for Learning: → Counter Extremism Narratives and Conversations

www.counterextremism.lgfl.org.uk/index.html

LGfL has worked with leading extremism experts specialising in ISIS and the far right to provide information, insights and advice to help schools navigate this difficult area.

Families Against Stress & Trauma (FAST)

www.familiesmatter.org.uk

FAST is a UK based organisation providing support to vulnerable families and individuals whose lives have been affected by the trauma of losing loved ones to hateful ideologies and groups.



How to Promote Online Safety

- Carry out a needs analysis to identify issues and concerns
 - Ensure that hardware and software systems used in the school are accredited. These require providers to block illegal content and at least 90% of inappropriate content. The definition of illegal content includes racist and hate material, and material that promotes violence or attack on individuals or institutions on the basis of religious, racial or gender grounds
 - Review and update your Acceptable Use Policy of the school for pupils and staff to ensure that use of material related to violent extremism is prohibited; and ensure pupils, staff and governors are clear on the policy, monitoring practices and the sanctions
 - Ensure that staff, pupils and parents are aware of the issues regarding risk and responsible use and are discerning and discriminating consumers of on-line information
 - Establish clear reporting and referral routes, monitor and log concerns to spot trends
 - Ensure ALL staff attend online safety training, including support staff. Incorporate into INSET and new staff induction, update staff regularly at briefings
 - Empower your pupils through age appropriate and cross-curricular initiatives around online safety to promote good behaviour online; across PSHE, computing, assemblies, circle time discussions, Safer Internet Day and Anti-bullying Week
 - Raise parent and carers awareness to share developments, reinforce good practice at home and signpost for support
 - Ensure internet filtering systems prevent or block users' access to unsuitable material. When the filtering system is turned on, users cannot open or link to sites that the filtering system recognises as unsuitable. Many filtering systems will also provide facilities to filter incoming and outgoing emails
 - Remember that filtering is an effective tool, but it is important to remember that no filtering software is fool proof and should be combined with the full range of internet safety measures such as acceptable use policies, monitoring pupil/staff activity, and education and awareness
- Report normal hacking to local police and Counter Terrorism related to local police and internet referral unit www.gov.uk/report-terrorism
- The following useful online safety resources can help empower your school community with the knowledge and skills to stay safe and build resilience online as part of a whole school approach:
- The DfE Educate against Hate has a number of resources which are useful
- <https://educateagainsthate.com/resources/uk-safer-internet-centre/>

- The following websites give a comprehensive database of online safety resources for school leaders, teachers and parents:
www.lancshiresafeguarding.org.uk/online-safeguarding/schools-the-childrens-workforce.aspx#AddressingOnlineSafety
www.lgfl.net/online-safety/resource-centre?s=13
- Trust Me: Childnet has created a resource designed to support teachers in exploring critical thinking online. The 'Trust Me' resource www.childnet.com/resources/trust-me has been created with teachers in mind after hearing from schools that they wanted a resource which would start the conversations around extremism and extreme online content. It has a primary pack and a secondary pack with lesson plans and activities to empower teachers and young people. It challenges young people to think critically about what they see online
- Content, Contact and Propaganda. It is ideal for PSHE citizenship and digital literacy with application across the curriculum
www.childnet.com/resources/trust-me
- CEOP Thinkuknow: The CEOP Thinkuknow website has lots of resources for all ages, including cyber-bullying, relationships, sex and the internet www.thinkuknow.co.uk
- The UK Safer Internet Centre has tips, advice, guides and resources for parents, carers, teachers and other professionals on how to help keep children and young people safe online
www.saferinternet.org.uk/advice-centre
- 360 degree safe: This is an online safety self-review tool for schools <https://360safe.org.uk/> which is a free tool available to assess your school's wider online safety provision and used by over 7,000 UK schools



Prevent Referral Form

https://www.coventry.gov.uk/downloads/file/28709/prevent_referral_form

Once you have completed this form, please email it to:

CTU_gateway@west-midlands.pnn.police.uk

This form will then be assessed for CT concern as well as safeguarding concerns.

You will receive an automated message confirming receipt of your referral and where possible we can give you feedback on your referral however please be aware that this may not always be possible due to data protection and other case sensitivities.

If you have any questions whilst filling in the form, please call:

CTU Prevent Hub on 0121-251-0241

INDIVIDUAL'S BIOGRAPHICAL AND CONTACT DETAILS

Forenames:	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
SApprox. Age (if DoB unknown):	Please Enter
Gender:	Please describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? describe
Primary language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant

DESCRIBE CONCERNS

In as much detail as possible, please describe the specific concern(s) relevant to Prevent.

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider any extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS

Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION

Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?

PERSON WHO FIRST IDENTIFIED THE CONCERNS

Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role and Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

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PERSON MAKING THIS REFERRAL (if different from above)

Forename:	Contact First Name(s)
Surname:	Contact Last Na Contact Email address me
Professional Role and Organisation:	Contact Role and Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact telephone number
Email Address:	Contact Email address

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)

Forename:	Contact First Name(s)
Surname:	Contact Last Na Contact Email address me
Professional Role and Organisation:	Contact Role and Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact telephone number
Email Address:	Contact Email address

RELEVANT DATES

Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

SAFEGUARDING CONSIDERATIONS

Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes/No
Please describe, stating whether the concern has been diagnosed.	

SAFEGUARDING CONSIDERATIONS

Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes/No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes/No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes/No
What was the action and the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes/No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation and Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) and Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

THANK YOU

Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.

If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.



Associated terminology

Al-Qaeda

An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism.

British

People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory.

Channel

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

Ethnicity

This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group.

Extremism

One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power.

Ideology

A set of ideas and beliefs of a group, religious or political party.

Identity

An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.

Media

The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet.

Propaganda

Ideas or statements that are often false or exaggerated and that are spread in order to help a cause.

Islamophobia

A hatred or fear of Muslims, their religion and sometimes-related politics or culture.

Islamist

A western term used to describe an extreme Muslim usually politicised.

Jihad

Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary.

Nationalism

A feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries.

Nationality

The status of belonging to a particular nation by origin, birth, or naturalization.

Racism

This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some white people experience racism (for example people from Irish, Jewish or Traveller backgrounds).

Radical

A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions.

Resilience

The ability to recover quickly from change, or misfortune.

Right wing

A conservative or reactionary element in a political party or other organization, often associated with fascism, nationalism and racism.

Social media

Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos.

Stereotypes

This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them.

Terrorism

The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons.

Terrorist

One that engages in acts or an act of terrorism.

Xenophobia

An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.

Local contact email team prevent@coventry.gov.uk

Prevent Education Officers

The Prevent Education Officers role is very much one of delivering Prevent priorities locally and driving support for education settings.

This is by:

- providing advice and support to schools on their compliance with the requirements of the Prevent statutory duty as set out in the Prevent Duty guidance
- embedding Prevent in the curriculum, increase pupils' resilience to radicalisation, and promote fundamental British values
- offering advice, support and deliver training to education settings
- developing and maintain effective working relationships with the full range of Prevent partners

For advice or support please contact:

Balbir Sohal - balbir.sohal@coventry.gov.uk

Viv Brosnahan - viv.brosnahan@coventry.gov.uk

Prevent Coordinator

The Prevent Coordinator is responsible for leading the coordination, referrals, programme management and communications of all aspects of Prevent and advising on the work in Coventry.

Contact details:

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