Implementing the Prevent Duty in an Education Setting

STRONGER UNITED COMMUNITIES BOARD

London Borough of Hounslow

Contents

Prevent in Hounslow

Welcome to Hounslow Council's Prevent in Education Toolkit. The purpose of this document is to support all of Hounslow's education establishments with the Prevent duty (requirements). Whether you are learning about these safeguarding responsibilities for the first time, revising established school policies, setting up a supplementary school, or seeking to better equip young people to cope with the threat of extremism, this guidebook will be a useful starting point for learning about Prevent.

In Hounslow the work of Prevent focuses on safeguarding vulnerable individuals (all) away from supporting or becoming radicalised and / or involved in terrorism. We have prioritised our work, adapting to local needs as appropriate, and are in close communication with the Home Office's Office for Security and Counter Terrorism (OSCT) and other local and national departments.

This document has been scoped out with input from the members of the Stronger United Community Group (SUCG) Hounslow and through close collaboration with strategic and community partners responsible for achieving Prevents' objectives.

The LB Hounslow Prevent Team members are - all contact details can be found on www.hounslow. gov.uk/prevent.

- Joan Conlon, Prevent Manager (LB Hounslow)
- Najeeb Ahmed, Prevent Coordinator (LBH & Home Office)
- Karmjit Rekhi, Prevent Education Officer (LBH & Home Office, DfE)

Our dedicated Prevent Education Officer (PEO) can assist education establishments with:

- Staff training
- Developing teaching resources
- Safeguarding policies
- Delivering assemblies and students workshops
- Guidance and advice on referrals
- Accessing prevent funded projects
- Briefings / updates on recent threat and trends

All services listed above are free of charge to access, you should start by contacting Karmjit Rekhi on **karmjit.rekhi@hounslow.gov.uk**

Current Risk

The threat has evolved significantly over the years in both London and Hounslow. In the period following the 2005 London bombings the greatest threat came from Al-Qaeda. This was surpassed by Daesh inspired ideologies following their emergence in 2013, who began to encourage more improvised, low sophistication attacks. The risks around radicalised individuals travelling to areas of conflict became a significant issue from around 2014 until 2016 when the territory under the control of Daesh in Syria and Iraq began to diminish.

Over the last few years there have been several people from London jailed for inviting support for terrorist organisations. Several extreme right-wing organisations such as National Action have also been proscribed by the Home Office. Nationally, the number of people who have been referred to the prevent program over concerns about extreme right-wing terrorism has significantly increased over the last two years. This pattern has also been observed in Hounslow.

Ofsted expectations

Inspections

Ofsted's new education inspection framework is applicable from September 2019. The below extracts have been taken from the framework and the points below are considered relevant to the Prevent duty.

Inspectors will make a judgement by evaluating the extent to which…

Behaviour and attitudes

- Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.

Personal development

- The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence.

- The provider prepares learners for life in modern Britain by:

  – equipping them to be responsible, respectful, active citizens who contribute positively to society
  – developing their understanding of fundamental British values
  – developing their understanding and appreciation of diversity
  – celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Leadership and management

- Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.

- Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding and promoting the welfare of learners.

- The provider has a culture of safeguarding that supports effective arrangements to:

  – identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation
  – help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help
  – manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults

The "statutory duties" mentioned include:

- Keeping children safe in education (2018)
- Working together to safeguard children (2018)
- The Prevent duty: Departmental advice for schools and childcare providers (2015)
- Counter Terrorism and Security Act (2015)
- Counter Terrorism and Borders Security Act (2019)
- Promoting Fundamental British Values as Part of SMSC in schools (2014)

Further Ofsted advice

Ofsted do not offer official advice to schools on Prevent. Nor is there a set list of Prevent questions or requirements that they use during inspections. The below advice is based on the Department for Education's guidance, conversations with inspectors, and feedback from schools.

Reactive Strategies

Inspectors will expect all staff (teaching and non-teaching) to know what to do if they believe a young person is at risk of radicalisation. This includes being able to spot concerning behaviour and an awareness of referral pathways.

All pastoral staff should have a sound knowledge of the Prevent duty and the support available to vulnerable individuals. Designated Safeguarding Leads should know which individuals/ services (Hounslow Prevent Team) can be contacted should external support be necessary.

Proactive Strategies

The personal development/ preparing for life in modern Britain section of the framework assesses whether the curriculum (formal and informal) is fit for purpose. The formal curriculum refers to the schemes of work, lesson resources, assessments, assemblies and form time activities that build resilience to radicalisation. The informal curriculum refers to the school culture and to what extent students feel there are safe spaces offered for sensitive discussions to take place with members of staff. Further guidance can be found in the Curriculum Self- Assessment section.

The DfE guidance states that schools should incorporate Prevent-related risks into risk-assessment documents. This includes sound awareness of local risks in the school's surrounding area. Schools are usually contacted if there is an immediate risk, but if you would like to discuss local or national threat further then please contact the Hounslow Prevent team.

Prevent should be incorporated into all safeguarding policy documents. Robust policies clarify the establishment's stance to the wider community, aid transparency, ensure consistency should senior leaders leave the school, and can be used to educate new members of staff. Further guidance, such as advice on IT policies, facility rental and risk assessments is available in the Policy Advice & Risk Assessment section.

Frequent truanting or prolonged absenteeism could indicate a range of safeguarding concerns, including radicalisation. Ofsted will expect robust systems and policies on registration and truancy to help reduce the risk of safeguarding issues.

Introduction to Prevent

What is the Prevent Strategy?

Prevent forms one part of the government's counter-terrorism strategy called CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by working with government departments, local authorities and community organisations.

Prevent is relevant to everyone

From July 2015, the Counter-Terrorism and Security Act states that it is a statutory duty for organisations, such as schools, to support and help people at risk of radicalisation.

Everyone can make a difference.

All members of staff who work for or with a school should be aware of the statutory duty and who to speak to if they have concerns. An establishment's Designated Safeguarding Lead (DSL) will usually be responsible for making Prevent referrals and all pastoral staff should have a detailed knowledge of the Prevent strategy.

Prevent addresses all forms of extremism.

Extremism is the 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.

Radicalisation is a process.

Radicalisation is a process by which a person comes to support terrorism and/or other forms of extremism leading to terrorism.

Anyone can be vulnerable to radicalisation.

Radicalisation is a process that can affect any individual, regardless of their cultural, socio-economic, religious or ethnic background. Factors that may make an individual more vulnerable to radicalisation are known as push factors.

What makes an extremist ideology appealing?

As with other forms of grooming, vulnerable individuals are often presented with an incentive that seemingly meets an emotional, psychological or physical need. Recruiters may use these incentives to persuade an individual to embrace an extreme ideology. These incentives are known as pull factors.

Push and Pull factors

There are many reasons why an individual may become radicalised. The below diagram outlines some of the factors that could push someone towards an extremist ideology and why that ideology may seem appealing.

PERSONAL

- Disruptive home life
- Ignorance/ lack of understanding of other cultures or ideologies
- Lack of positive role models
- Unhealthy, unregulated and unlimited access to the internet
- A significant tragic and/or traumatic experience
- Mental health
- Transitional period
- Exposure to extremism
- SEND factors*
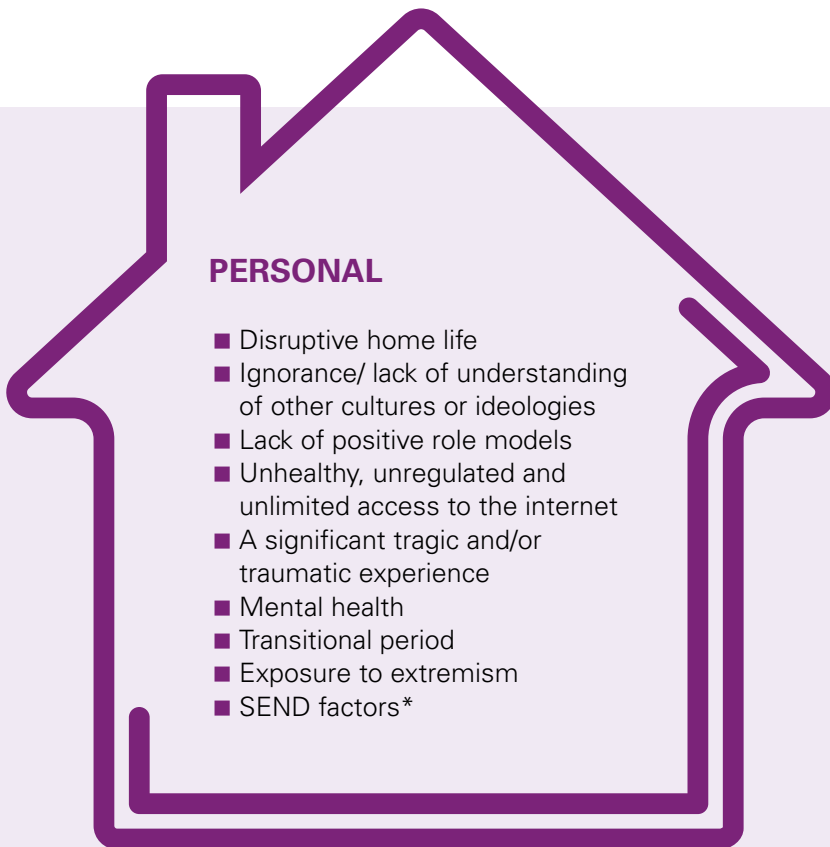
Students with SEND status have a broad and complex range of learning needs. SEND status does not necessarily make a student more vulnerable to radicalisation. Some aspects of a condition, such as Autism Spectrum Disorder, may lead to increased vulnerability of grooming, fixation on socially unusual topics of interest (weapons, violence, extremist groups), or expressing views that are not socially acceptable without fully understanding why. Please contact the Prevent team if you would like to discuss recent case studies involving individuals with SEND status.

PUSH

- A need for meaning/ identity/ belonging
- Feelings of grievance and injustice
- Susceptibility to being influenced or controlled
- Them' and Us' thinking
- A desire for status; to dominate and control others

PULL

- A fulfilling social network
- Identification of an enemy/ cause of injustice
- Provocative & persuasive propaganda
- A plan of action to correct injustices
- Excitement and adventure
- Material and/ or spiritual reward

Radicalisation – behaviour indicators

Like all safeguarding issues, every individual case is unique, and context is key. If a child's behaviour or the way in which they interact with those around them changes, it is important to understand why this change has occurred. Whilst it would be unwise to make generalisations about a young person's behaviour or jump to any rash conclusions, concerns should be raised when a number of these behaviours are observed without a reasonable explanation as they may indicate that an individual is at risk of being radicalised.

Attitudes and Values

- Has difficulty reassessing one's own values and/or recognising the value of other points of view, refusing to engage in counter arguments
- Demonstrates a degree of intolerance towards a particular group
- Perpetuates and engages with conspiracy theories to an unhealthy degree
- Legitimises the use of violence to defend/ promote a cause or ideology
- Adopts a hateful 'us versus them' mentality
- Refuses to interact with certain individuals/ groups because of their characteristics
- Emotional instability or significant changes to mental health
- Demonises those who do not adhere to their own ideology, culture, religion or race
- Advocates the need for direct action using violence to defend/ promote a cause or ideology
- Impresses that it is an individual's 'duty' to defend/ promote a cause of ideology and berates those who oppose this view

Online Activity

- Researches and engages with conspiracy theories and discourse to an unhealthy degree
- Uses public forums to exchange heated arguments with others about ideological differences
- Is exposed to/ exposes themselves to media of an extremist nature
- Secretive about online activity (incognito browsing, clearing internet history, using VPNs)
- Produces/ promotes material of an extremist nature
- Engages with groups of an extremist nature
- Reinforces own beliefs through consultation of violent extremist internet forums and websites
- Uses online tools (including communication platforms) to plan and research travel to conflict zones where violent extremist groups are known to be active
- Researches the logistics of conducting violent/ hateful acts

Actions

- Adopts behaviour which diverges from family practices
- A sudden change in daily habits
- Has heated arguments with others about ideological differences
- Refuses to discuss a new lifestyle, alignment or belief system with family members and others
- Displays symbols of affiliation or support associated with violent extremist groups
- Takes part in a group that is considered extreme
- Actively seeks to recruit individuals to a group with questionable motives
- Plans and discusses violent/ hateful acts
- Heightened interest in acquiring and using illegal weapons
- Plans or discusses a trip to a conflict zone in which violent extremist groups are known to be active
- Significant amount of unexplained time spent away from school/ place of work

Social Life

- Occasionally isolates himself/ herself from friends and/or family
- Cuts ties with family members and/or close friends, keeps exclusive company with a new circle of acquaintances
- Becomes closer to individuals or groups known to be violent extremists
- In contact (online and /or offline)

Disclaimer: *Please use this document with discretion. Prevent targets all forms of extremism. A flexible, open-minded approach is therefore the most appropriate. The list above is not exhaustive and could indicate a range of safeguarding issues. It would also be unwise to adopt a prescriptive or formulaic approach to safeguarding as every case must be treated individually.*

Online risks

Online risks are constantly evolving and shifting. These risks can be broadly split into three categories: extreme content, online networks and disinformation.

Extreme content

Content, or propaganda, produced by extremists is designed to spread quickly, identify supporters, influence public opinion and generate an emotive response.

Examples could include graphic videos glorifying terror attacks; political speeches/sermons/ lectures; memes, images or gifs designed to spread hatred and/ or advocate violence.

Once made aware, mainstream platforms will remove content that breach their terms of use, however this will not stop content being saved and circulated by users on alternative platforms.

What can we do?

Education establishments should put measures in place to ensure that extreme content cannot be accessed on site.

Online networks

Popular social media, messaging apps, chat forums, online gaming platforms and other communication tools are used by extremists to recruit vulnerable individuals. Recruiters may operate under a pseudonym and use the platforms to draw users from the public sphere into more private, encrypted forms of communication.

What can we do?

Education establishments should raise awareness of grooming processes and encourage young people to use technology in a safe and secure way. Working with

parents can ensure that protective measures are put into place at home, such as managing an account's privacy settings and reducing exposure to strangers.

Disinformation

Disinformation, also known as 'fake news', is used by extremists to gain support for their cause. Producers of disinformation use a variety of tactics to deceive users into believing a story has credibility. For example: sophisticated web design, doctored videos/ images, sensationalist headlines, quotes and images taken out of context.

Producers of disinformation also take advantage of algorithmic feeds to rapidly spread information to their core audience. Algorithmic feeds have been known to create distorted versions of reality for users (sometimes known as 'filter bubbles' or 'echo chambers'). These distorted realities may contribute towards a vulnerable individual becoming radicalised.

What can we do?

Education establishments should consider how to equip their young people with resilience and critical thinking skills to minimise the impact of disinformation.

Further support

Please contact the Hounslow Prevent team to arrange any of the following free services:

■ A staff briefing on the latest online risks

■ Teaching resources about online safety

■ Student online safety workshops

■ Prevent WRAP training

■ Access to appropriate resources to embed Prevent in the curriculum, increase pupils' resilience to radicalisation and promote fundamental British Values

Making a Prevent referral

NOTICE	▶	CHECK	▶	SHARE

Notice

Noticing that a young person's behaviour is concerning is the first step in the safeguarding process. Whilst some indicators, such as out of character incidents, dramatic changes in daily habits, or age-inappropriate acts may be more noticeable, it's important to remember that some indicators may be harder to identify or may gradually develop over time. Regular training will help front-line professionals link concerning behaviour to relevant safeguarding issues. The section entitled 'Radicalisation – Behaviour Indicators' will help staff decide whether the concern is relevant to Prevent.

Check

Safeguarding concerns are likely to be of a sensitive nature and therefore should be handled with discretion and adherence to your establishment's guidance. However, checking with another member of staff, particularly in a Secondary school context, will help piece together a young person's behaviour. It may be useful to speak to someone who has greater knowledge of the individual (Head of Year, form tutor or core subject teacher). Consider answering the following questions:

- Is this behaviour out of character?
- Have other members of staff noticed this behaviour?
- Is the child already receiving support?
- Is this behaviour being replicated in other lessons/ contexts?
- Do others agree that this behaviour is concerning?

Share

All safeguarding concerns must be shared with your school's Designated Safeguarding Lead/ Child Protection team. Concerns should be recorded on school systems and should be both detailed and objective (stating facts without allowing opinion to influence the account).

Should it be necessary to make a formal referral – and this should happen only once you have discussed the case with the Prevent Team at the LA first, you should complete the Vulnerable to Radicalisation Form (VTR) downloadable from the LBH website. Once complete please send it securely to **PreventCounterExtremism@hounslow.gov.uk** and cc to **SO15Mailbox-.LocalOpsSouthWestTeam1@ met.police.uk**

If you are considering making a referral, you can seek advice and guidance from the Hounslow Prevent team by emailing **PreventCounterExtremism@ hounslow.gov.uk**

Channel

Each referral is screened by safeguarding professionals who assess the nature and extent of the risk. Some individuals may be eligible for a support programme called Channel. Channel is a voluntary programme so the consent of the individual and their parent/ guardian must be given. A multi-agency panel, consisting of partners from social care, probation, mental health, education and the police, then work together to develop a bespoke support package. The support varies on a case-by-case basis but often involves a series of one-to-one mentoring sessions. Participation in the programme is confidential and does not generate a criminal record.

Further information on Channel can be found on the websites Educate Against Hate and Let's Talk About It. Some examples of Channel cases can be found on the Home Office website.

Embedding Prevent into the curriculum

One of the most proactive ways to prevent young people from being radicalised is to help them become more resilient to 'pull factors' in an age-appropriate manner. For example, extremist groups often twist and distort news stories to recruit members and to justify their actions. Developing critical thinking skills will help young people differentiate facts and reliable news stories from conspiracy theories and fake news.

This toolkit contains a curriculum self-assessment and some examples of best practice to help schools evaluate to what extent their curriculum addresses Prevent concerns. The curriculum self-assessment can be used to demonstrate to Ofsted how your curriculum addresses the Prevent duty, SMSC (social, moral, spiritual and cultural) development, and the ways in which your school "prepares young people for life in modern Britain". The self-assessments reflect the different approaches required across key stages. KS1-2 practitioners usually adopt a less direct approach, developing resilience and promoting Fundamental British Values at an early age. KS3- 5 practitioners can adopt a more direct approach as their students' awareness of current affairs develops.

It's likely that your humanity subjects build resilience to radicalisation very effectively. However, there is help available if you feel that more could be done, particularly when dealing with topics such as terrorism and extremism where teachers may feel they lack subject knowledge. Hounslow Prevent Team have developed teaching resources that can be delivered as a one-off session, in form time, or be integrated into the mainstream curriculum. The resources are available on Hounslow Council Prevent Portal or can be sent via email.

Hounslow Prevent are always looking to develop new resources based on education providers feedback. Please email if you have noted any gaps in the project/s, have any ideas for future resources or would like to give feedback on existing resources.

Hounslow Prevent Resources

Extremism and Radicalisation

Through a series of films of real people affected by radicalisation, Extreme Dialogue enables teachers to show young people all the faces of extremism. It equips young people to challenge extremism, helping them navigate core themes and questions using films, educational resources and training. Videos are accompanied by interactive presentations. Students explore the lives of former extremists through a series of videos produced by the Institute for Strategic Dialogue.
Extreme Dialogue

Extremism and Radicalisation

A 45-minute lesson plan for primary students, developed by Votes for Schools, to facilitate discussions about extremism and radicalisation. The lesson plan centres around the question: "Can you understand why someone would become an extremist?" with students given the opportunity at the end of the lesson to vote on this discussion topic.
Votes for schools

Online Critical Thinking

Explores algorithmic feeds (how we are fed information online), fake news, clickbait tactics and sensationalism

Northern Ireland & The Troubles

Students learn about the conflict through a series of stories before being encouraged to consider how someone could be led down a path to violence.

Discussion and debate

Learning the skills of dialogue
Many students are well equipped to take part in discussion and debate, but meaningful dialogue on difficult issues requires proper preparation. Students learn and practice the skills of dialogue in the classroom before engaging in dialogue through videoconferences or online. We connect classrooms across the world, allowing students to explore, articulate, and develop their own views, while encountering and considering the views of others.
Generation Global

Building young people's online resilience

Our Be Internet Citizen programme aims to increase young people's digital resilience and citizenship skills by empowering them to stay safe online, as well as develop and build the norms and behaviour that can help to create positive and pro-social online communities. It covers topics such as fake news, filter bubbles, 'us' vs 'them' arguments and scapegoating.
Institute for Strategic Dialogue ISD

Extreme Poetry

Students study six poems and consider what they tell us about war, conflict and terrorism

Fundamental British Values

Explores the four FBVs through classroom discussions

Other teaching resources

Fake News Game	https://getbadnews.com/#intro
Parent Zone – Be Internet Legends (KS2)	https://parentzone.org.uk/be-internet-legends
'Cross the Line' Radicalisation Game	https://www.crosstheline.co.uk/ctl
Extreme Dialogue videos	https://extremedialogue.org/educational-resources
'Walls' film on community division	http://www.wallsfilm.com
Be Internet Citizens	https://internetcitizens.withyoutube.com/

Curriculum self-assessment (KS3, 4 & 5)

How confident are you that your current curriculum builds resilience against radicalisation?

The current curriculum provides students with opportuniities to:	No confidence	Somewhat confident	Fairly confident	Highly confident	Evidence	Action points
Challenge extreme beliefs and explore opinions other than their own through healthy discussion of sensitive issues						
Learn how to reduce their vulnerability to online grooming						
Build resilience against extremist narratives, symbols and propaganda						
Learn what to do if they believe somebody they know is being radicalised						
Think critically about stories they see in all forms of media						
Develop mutual respect and tolderance for groups outside of their own cultural background						
Explore the different forms of individual liberty and why it's important to uphold						
Learn about and participate in forms of democracy and explore its importance						
Explore the rule of law and why it's important to uphold						

Curriculum self-assessment (KS1 & 2)

How confident are you that your current curriculum builds resilience against radicalisation?

The current curriculum provides students with opportuniities to:	No confidence	Somewhat confident	Fairly confident	Highly confident	Evidence	Action points
Develop mutual respect and tolderance for groups outside of their own cultural background						
Explore the different forms of individual liberty and why it's important to uphold						
Learn about and participate in forms of democracy and explore its importance						
Explore the rule of law and why it's important to uphold						

Examples of best practice

	KS1 & 2	KS3, 4 & 5
Develop mutual respect and tolerance for groups outside of their own cultural background	■ Reading stories that reflect the diversity of the UK ■ Celebrating all religious & non-religious holidays through classroom displays and by inviting speakers from different communities ■ Opportunities to visit different places of worship ■ Encouraging children to work with different people during group activities	■ Recognition of significant religious/ cultural events (see Annex A) ■ Learning from history by exploring what happens when mutual respect and tolerance break down ■ Engagement in international projects (UN, Tony Blair Institute for Global Change, Holocaust Memorial Day) ■ Studying sensitive topics such as immigration, multi-culturalism and extremism
Explore the different forms of individual liberty and why it's important to uphold	■ Creative activities that explore what makes someone an individual ■ Studying stories that explore different feelings and behaviours	■ Knowledge of human rights (how they can be protected and what happens when they're not) ■ Involvement in public speaking competitions to champion freedom of speech (Rotary Club) ■ Celebrate international awareness days (see calendar)
Learn about and participate in forms of democracy and explore its importance	■ Consultations with staff, parents and students to decide on which values the school should champion through the rewards system ■ Passing 'speaker objects' in circle time ■ Class votes on reward activities ■ Children work together to create displays	■ School council ■ Debating society ■ Mock elections ■ Opportunities to discuss current affairs – involvement in Jack Petchey's 'Speak Out' Challenge ■ Involvement in Youth MP and Hounslow Youth Parliament ■ School newspaper/ media days (BBC Young Reporter)
Explore the rule of law and why it's important to uphold	■ Discuss the importance of rules at the beginning of the year and agree a set of rules that everyone will adhere to ■ Sharing behaviour management policy with parents to ensure consistency	■ Use History & Citizenship lessons to explore what happens when the rule of law breaks down ■ Consistent application and explanation of behaviour policy

Awareness Days

January

11th	National Human Trafficking Awareness Day
20th	World Religion Day
21st	Martin Luther King Day
27th	Holocaust Memorial Day

February

1st	LGBT History Month
4th	Children's Mental Health Week
5th	Safer Internet Day
7th	Time to Talk Day

March

8th	International Women's Day
18th	National Conversation Week

April

2nd	World Autism Awareness Day

May

9th	Celebrate Europe Day
13th	Mental Health Awareness Week
21st	World Day for Cultural Diversity for Dialogue and Development
29th	International Day of UN Peacekeepers

June

1st	LGBT Pride Month
17th	Refugee Week
17th	Learning Disability Week
18th	Autistic Pride Day
20th	Refugee Day
21st	World Humanist Day
26th	UN Victims of Torture Day

July

11th	World Population Day
17th	World Day for International Justice

August

12th	International Youth Day
19th	World Humanitarian Day

September

15th	International Day of Democracy
21st	International Day of Peace

October

1st	Black History Month
10th	World Mental Health Day
12th	National Hate Crime Awareness Week
17th	Conflict Resolution Day

November

9th	World Freedom Day
19th	International Men's Day
20th	Transgender Day of Remembrance

December

3rd	International Day of Persons with Disabilities
10th	Human Rights Day
12th	International Day of Neutrality
18th	International Migrants Day
20th	International Human Solidarity Day

Talking to young people about terror attacks

To what extent should we talk to young people about terror attacks? How do we help young people make sense of the increasingly complex information they have access to? How can we reassure them in an age-appropriate manner whilst not burdening them with the weight of the world's problems? Professionals who know their students well are in the best position to answer these questions. However, Hounslow Prevent believe that discussing terror attacks in an appropriate manner can have a positive, reassuring impact on young people as well as improving critical thinking skills, developing empathy and reducing the impact of disinformation. Whilst many teachers will be confident engaging students in sensitive conversations, some may feel that they lack the subject knowledge or training. Please contact the Prevent team if you would like some staff training on how to discuss sensitive issues with young people. In the meantime, feel free to utilise the guidance below.

Following a terror attack/significant incident

1) Reassure

- Emphasise these events are rare and that it is very unlikely they will ever be a victim of a terror attack.
- Security increases following terror incidents, thereby reducing the chances of a follow-up attack.

2) Clarify

- Use news sources that adhere to ethical codes of conduct to go through events. This will stop disinformation, rumours and conspiracy theories from spreading.
- Be objective about what we do and do not know about the incident, being careful not to speculate or make assumptions.
- Discourage students from accessing sensationalised coverage or footage of the incident online. Some people may use the incident to boost internet traffic or spread disinformation.

3) Reflect

- Build empathy by considering the impact on the families and friends of the victims as well as the wider community.
- Consider the emergency services/ first responders and how they may feel after the event.

4) Analyse

- What emotional response are terrorists trying to provoke?
- Why might an individual commit a terrorist attack? Discuss the process of radicalisation
- Again, remind the class to stick to the facts and to avoid making any assumptions
- How are the media reporting the incident and why? Do we agree with their conduct?
- What are the dangers of how information and disinformation are spread on social media?
- How have the families of victims responded compared to wider society? What does this tell us about grief?

5) Empower

What do students think is the most constructive way for society to move forward?

Discuss how young people can make a difference:

- Stop disinformation and messages of hate from spreading online.
- Encourage healthy debate and discussion of important issues.
- Campaign and raise money for organisations that champion peace and unity
- Talk to trusted adults when they have questions or concerns.

Facilitating sensitive discussions – good practice

1) Use structured questioning

Ask generic, closed questions to gauge initial responses

- Who has heard of this issue before?
- What does this concept mean?
- Who agrees with this statement?

Develop with open questions

- What do you think are the main reasons?'
- How do you feel?'

Use their response to ask more specific/ probing questions

- 'Why did you describe it this way?'
- 'Where has this feeling stemmed from?'

2) Allow silence/ thinking time

- Don't allow a debate or discussion to be dominated by the loudest or most confident individuals
- Use 'think, pair, share' to help individuals formulate their opinions
- Encourage quieter members of the group to offer their opinion – it's important to expose students to a broad range of opinions, not just those of the most confident

3) Be non-judgemental

- Remove emotion from questions
- Neutral facial expressions
- Open body language
- Affirming conversational feedback – nodding, 'uh huh', 'I see'

4) Be challenging, not confrontational

- Encourage hedging - 'It seems to me that…'
- Framing counter-arguments as indirect questions - 'What would you say to people who feel that…?'

5) Neutral facilitator?

- Think carefully about whether or not you should offer your own opinion
- Offering your own opinion can help build trust and openness, but can make those with opposing views feel marginalised and could leave you in a vulnerable position
- Acting as a neutral facilitator encourages free debate and exploration, but is a more artificial form of discussion that can alienate/ disengage students

Other tips:

- Speak to vulnerable individuals before any class discussion
- Certain discussions may be particularly upsetting for some young people (children of immigrants in a discussion about immigration). Warn these individuals before the lesson that they may hear some upsetting views but that it's important to discuss big issues to help people understand different sides of the debate
- Ask students to complete an anonymous questionnaire to gauge initial views
- A follow-up survey could also help to evaluate how perceptions have shifted
- Find and provide reliable sources of information for research
- Collaborate with other teachers who may have useful knowledge
- Task students with arguing an allocated position, even if they disagree with it
- Pause the discussion and give groups the opportunity to collaboratively develop counter-arguments
- Give students roles in a debate (time keeper, facilitator, devil's advocate)
- After time has passed, give opportunity for reflection (some students find it easier to express themselves through a letter/ essay)
- Find ways for students to make a difference if they're particularly passionate about an issue

Fundamental British Values

DEMOCRACY **RULE OF LAW** **INDIVIDUAL LIBERTY** **RESPECT & TOLERANCE**

It's difficult to define 'extremism' without first defining what values we consider vital to living in a peaceful, prosperous society. The Home Office calls these 'Fundamental British Values'. Extremism is therefore 'the vocal or active opposition' to these values.

Some teachers feel uncomfortable with the term 'British' as the word contains cultural as well as geographical connotations. Some feel that the term excludes families from migrant backgrounds or that it suggests other cultures don't also uphold these values. OFSTED don't really mind what you label them, so long as you can evidence how they are being instilled. Some schools call them 'our school's values', 'human values' or 'universal values'.

Democracy

Are students able to learn about and participate in democratic processes? This could include class/school councils, mock elections, or voting for something significant in form time. Do students know the importance of turn-taking? Does the school demonstrate that everyone should have an equal chance of voicing their opinion? Will students be prepared to actively participate in elections and make informed decisions when they are eligible to vote?

Rule of law

Do students appreciate that, whilst they might not always agree with the rules, they play an important role in helping society to function successfully? Do they understand what happens when the rule of law is not upheld? Are opportunities provided to explore how changes to the laws can have a positive or negative impact on society? Do students learn about instances where the law has changed through peaceful protest, reasoned arguments and community activism?

Individual liberty

Do students know what a person's individual rights are? Do students reflect on what individual liberties are enjoyed in Britain (choice of career, political ideology, residence, hobbies, body image, social circle, religion)? Do students learn about parts of the world where these individual liberties are not enjoyed and what the consequences of that are?

Respect and tolerance

Do students learn about cultures and beliefs different to their own? Are students educated about minority groups in Britain? Do they learn about the LGBT community, disability, immigrant communities and religious organisations? Do they learn about historical incidents where mutual respect and tolerance for others has not been upheld? Are students encouraged to consider the positive benefits of multiculturalism?

Early Years settings

Whilst it is highly unlikely that a young child would support terrorism or become involved in terrorist activities, children can be exposed to extremism at a very young age. Early Years providers can play a crucial role in a child's development by promoting positive social values and by initiating early safeguarding intervention where necessary.

What do Ofsted say about Early Years settings?

Inspectors will consider how well the leadership and management team "actively promote British values".

Outstanding

"The promotion of equality, diversity and British values is at the heart of the setting's work. It is demonstrated through all its practices, preventing (including tackling) any instances of discrimination and being alert to potential risks from radicalisation and extremism."

Good

"Leaders and managers actively promote equality, diversity and British values through all policies and practice. They tackle instances of discrimination effectively."

Early Years' Inspection Handbook – April 2018

What might this look like in practice?

Democracy

- Having a 'choice board' to choose which activities they'd like to do
- Group discussions about how different children felt during different activities, using emotion cards if necessary
- Ensuring all children are able to state their choices (use picture cards if some children cannot verbally communicate)
- Turn-taking in games to emphasise that everyone's voice is equal and should be respected

Rule of law

- Working with children to create rules, as well as a reward and sanction system, that everyone will follow
- Learning about police officers and the work they do to keep us safe
- Emphasising that understanding why a negative action is wrong is better than just saying sorry
- Using traffic signs to reinforce key rules & messages

Individual liberty

- Providing opportunities for risk-taking, such as obstacle courses, that will improve a child's self-knowledge and self-esteem
- Books and stories that explore how characters may feel in different situations
- Providing unstructured play time, allowing children to make independent choices and develop independent thinking
- Opportunities to be creative (mixing their own colours for a painting) and explore what makes them unique as an individual

Respect and tolerance

- Sharing stories from home to ensure the diversity of the children is reflected in their learning environment
- Using resources (posters, books, videos) that challenge gender, cultural & racial stereotyping and are reflective of the local community
- Taking the children on visits that engage with the wider community
- Use and explore objectives, food and products from around the world

Working with parents

Working together with parents on safeguarding issues can be an effective way to reduce risk. Explaining what the school is doing and what parents can do to help can increase parent 'buy in' and pre-empt issues before they develop.

Raising awareness – examples of best practice

Whilst opportunities to communicate directly to all parents at once may be limited, making the most of a captive audience can be a good chance to raise awareness about a range of important safeguarding issues:

- **Parent induction meetings –** parents are likely to be anxious about their children progressing up through different year groups & schools and are often keen to learn about new challenges/ risks their children may face. Induction meetings can be the best opportunity to develop proactive solutions and ensure that young people grow up in both safe home and school environments.

- **External speakers –** there may be individuals/ organisations associated with Hounslow Council who would be willing to discuss safeguarding issues with parents who have expertise in a particular area. This could be at an induction meeting or coffee morning.

- **Information stalls –** These can be useful if you don't have time to address all parents in a meeting. Stalls can be set up at open days or parent evenings.

- **Parent bulletins –** Some schools find student bulletins/ newsletters a useful way to make parents aware of recent safeguarding risks to be aware of.

- **Online safety –** Parents are often very keen to learn how to better protect their children in the online world. It's important to ensure that parents and teachers are on the same page regarding the latest risks as well as best practice. Some schools circulate lists of the most popular apps, games and social media platforms to be aware of, explaining what they are as well as any potential safeguarding issues. **ParentZone's** website contains a lot of useful guidance and can deliver parent seminars.

- **Supplementary schools –** The vast majority of supplementary schools can help to enhance a student's academic, social, cultural or spiritual development and adhere to high safeguarding standards. Nevertheless, it's a good idea to encourage parents to ask basic safeguarding questions before sending children to supplementary schools. The Department for Education has produced a document called **'Safeguarding Questions for Parents and Carers'** which can be circulated or hosted on your school website.

- Please contact **PreventCounterExtremism@ hounslow.gov.uk** for support on any of the above.

What do I do if I have Prevent concerns about a parent?

Prevent supports adults as well as young people. If you believe that a parent is at risk of radicalisation, or is radicalising one of your students, you should contact Hounslow Prevent as soon as possible.

Should I contact parents if I have Prevent concerns about their children?

Unless there is evidence to suggest that you would be putting the child in danger, you should flag Prevent concerns with parents. Parents may be able to offer a reasonable explanation for a young person's behaviour or, at the very least, offer contextual information. Prevent is about early intervention and having the parents on-side can be a very effective strategy. In the unlikely event that a parent is hostile or dismissive of your concerns, their response may still provide useful information when building a picture of the child's home environment.

Working at an out of school setting

This section is for individuals who work or volunteer for an 'Out of School Setting' - not for school-based professionals. An Out of School Setting refers to any institution which provides tuition, training, instruction or activities to children, without the supervision of their parent/ carer, delivered outside of their mainstream education. This includes academic tuition centres, sports clubs, music tuition, performing arts clubs, youth organisations (Scouts & Cubs), language centres and religious education/ instruction.

In addition to keeping children safe, developing and implementing good safeguarding practice can help your organisation by:

■ Reassuring parents that their children are safe
■ Presenting a more professional image of your setting which could encourage more people to attend
■ Gaining positive publicity
■ Increasing the chances of a successful funding bid
■ Compliance with legal requirements and Ofsted standards (if applicable)

Department for Education's Voluntary Safeguarding – Code of Practice

"Staff and volunteers should also be vigilant to ensure that no person in the setting is exposed to extremism or is at risk of radicalisation. This can be expressed in various forms including, but not limited to, criminal acts that encourage violence against others, stir up hatred, glorify and incite terrorism, and involve distributing inflammatory materials."

Training

All adults who work or volunteer for your setting should have an awareness of safeguarding and how they can prevent young people from being radicalised.

Hounslow Prevent Team provide advice and guidance to out of school settings. The Prevent Team frequently run training sessions on safeguarding as well as effective governance and finance. You can contact members of the Prevent Team to learn about upcoming events.

Hounslow's Prevent Team regularly deliver the 'Workshop to Raise Awareness of Prevent' (WRAP) which explains and explores Prevent's objectives, case studies, signs that someone is being radicalised, online risks and what to do if you have concerns. The workshop typically lasts 90 minutes and can be delivered at a venue, time and date of your choosing.

Community projects

Hounslow Prevent are always looking for ways to work together with the community. For example, by organising online safety workshops for parents. We have a dedicated Community Engagement Officer who is able to offer bespoke support to community organisations. If you would like to learn more about our community projects, or if you have any proposals for partnership work, please contact **preventcounterextremism@hounslow.gov.uk.**

DBS checks

You should request a DBS certificate from all adults who work or volunteer for your setting. If an individual has been convicted of criminal offences, allowing them to engage with young people is likely to increase the level of safeguarding risk in your organisation.

Policy advice and risk assessment

It is good practice to integrate the Prevent Strategy into your existing safeguarding policies. This will help demonstrate to parents, partners and Ofsted how your organisation reduces, or plans to reduce, the risk of radicalisation. A robust Prevent policy should include a risk assessment and answer the following questions:

1) Who in the school has the below responsibility and what level of training have they received?

■ Prevent Safeguarding Lead, Governor Lead & Curriculum Lead
■ Signing-in visitors
■ Vetting groups/ individuals who wish to use the school's facilities and checking their on-site activity
■ Ensuring partners, commissioned services & subcontractors are complying with the Prevent duty
■ Record keeping for Prevent safeguarding concerns
■ Supervising student societies and any external speakers/ organisations they engage with

2) What training has been delivered?

■ Do all safeguarding staff have a detailed knowledge of the Prevent duty, current risks and referral pathways?
■ What Prevent training have all teaching and non-teaching staff received and how frequently?
■ Is Prevent training included in new staff inductions?
■ Have governors received Prevent training?

3) How are Prevent concerns escalated?

■ What should a member of staff do if they have concerns?
■ How does a member of the safeguarding team make a referral?
■ Are the contact details of Children's MASH & Hounslow Prevent team clearly recorded?
■ What interventions could be put in place by the school for someone at risk of being radicalised?
■ How are records kept about a concern and the actions that have been taken?

4) What proactive measures are in place to build resilience?

■ Have you mapped out which parts of your curriculum are designed to build resilience against radicalisation across age ranges and subjects?
■ Has your establishment produced an agreed set of values that run contrary to extremist narratives? If so, how are they promoted and upheld?

5) Does your IT system help to reduce the risk of radicalisation?

■ Do your IT filters prevent access to unauthorised or extremist websites?
■ If inappropriate content is accessed, are you able to gather evidence and identify which account has been used? What steps will then be taken?

6) How do you ensure visitors and external organisations are not increasing the risk of radicalisation?

■ How do you vet external organisations and individuals who wish to use the school's facilities (both during and outside of school hours)?
■ If you use a letting agency, what safeguarding procedures do they have in place to keep children safe on your site?
■ How do you monitor the use of the school's facilities?
■ Do visitors and external organisations comply with the Prevent Duty and adhere to the school's set of values?

7) Is there an awareness of current risks and how they could affect your students?

■ Do your young people attend an Out of School Setting whose values contradict those of your establishment?
■ Are you considering whether extreme groups or individuals are active in your area?
■ Are there opportunities for extreme groups or individuals to recruit your students in the area immediately surrounding your establishment?

Useful Links

Hounslow Council

- Making a safeguarding referral in Hounslow

- Hounslow Council's Prevent Webpage – **www.hounslow.gov.uk/info/20047/community_and_voluntary_sector_services/1195/prevent_and_community_cohesion**

Central Government

- Online Prevent training

- Keeping children safe in education (2018)

- Working together to safeguard children (2018)

- Out of School Settings: Safeguarding questions for parents and carers (2018)

- Out of School Settings: Voluntary safeguarding code of practice (2018)

- The Prevent duty (2015)

- The Prevent duty: Departmental advice for schools and childcare providers (2015)

- How Social media is used to encourage travel to Syria and Iraq: briefing note for schools (2015)

- Counter-Terrorism and Security Act (2015)

- Promoting Fundamental British Values as Part of SMSC in schools (2014)

- What to do if you're worried a child is being abused (2015)

- Information sharing (2018)

Ofsted

- 2015 Inspection Framework and Social Inspection Handbook

- 2015 Early Years Inspection Handbook

Other

- Let's Talk About It - Public guidance on the Prevent Strategy.

- Educate Against Hate - Gives teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation. Has a portal containing a number of free classroom resources.

- Fearless.org – Fearless is the dedicated youth service of Crime Stoppers, a charity which allows members of the public to report crimes anonymously.

- SELMA: Hacking Hate – Lesson resources on tackling online hate speech.

WHAT IS PREVENT?

Prevent is about safeguarding people and communities from the threat of terrorism. Through early interventions, it is designed to prevent people at risk of joining extremist groups and carrying out terrorist activities from being groomed or radicalised.

Hounslow's pragmatic approach towards Prevent works by engaging with communities and individuals as early as possible. By doing this we encourage individuals to challenge extremist views and terrorist ideology.

Prevent operates within the non-criminal space and engagement with the Prevent team is totally voluntary. In the interest of safeguarding, the Prevent strategy's key objectives include identifying need, providing appropriate support and advice and stopping people from carrying out or supporting acts of terrorism. Prevent tackles all forms of terrorism but prioritises according to the threat posed to the national security of the UK.

Where there are means to support those who are involved with drugs or gangs, there is also a need to support those who may be vulnerable to radicalisation.

Engaging the diverse communities in Hounslow plays a key role in ensuring that our residents are kept safe and indeed feel safe.

The Prevent Team engages with faith, voluntary and community groups to deliver support where it is needed most. This could be through training or attendance at one of our events.

The aims of Hounslow's Prevent Team includes – raising awareness and understanding of Prevent within a safeguarding framework, tackling all forms of extremism and providing individuals with the tools to challenge extremist narratives.

WHAT IS PREVENT?	WHAT PREVENT DOES
A **confidential** process	Offers a safe space where individuals can share their concerns about extremism and radicalisation and come up with solutions
Concerned with **all forms** of extremism	Addresses vulnerabilities to radicalisation in all its forms, including: the extreme far-right, the extreme far-left, groups such as Daesh, or any other form of extremist ideology
A **voluntary** service	Offers non-compulsory safeguarding support to vulnerable residents who have the final say about whether to accept support or not
Constantly seeking to promote **discussion and debate**	Organises events including community Q&As, free training, and workshops/ assemblies within schools
Committed to providing **support for those who want and need it**	Ensures all referrals are genuine, appropriate and managed sensitively
Tailored to each individual	Provides various forms of free support to Individuals including mentoring, employment support, sporting activities, and discussions with faith leaders or credible ideological experts

If you would like further information, have a query or concern or want to receive Prevent training, please do not hesitate to contact Hounslow's Prevent Team:

E: joan.conlon@hounslow.gov.uk | M: 07817 079190
E: najeeb.ahmed@hounslow.gov.uk | M: 07792 494946
E: karmjit.rekhi@hounslow.gov.uk | M: 07976 721119

PreventCounterExtremism@hounslow.gov.uk