Prevent Toolkit

Becoming a Prevent 'Champion +' School

Geraldine Cooper

Bradford Prevent Hub

2021/ 2022

Aim: to have a holistic approach to implementing the Prevent duty.

1 Set up a Prevent working group.

What is the aim of introducing the Prevent working group?

To set out a clear and shared vision of Prevent across the school.

What will it look like in the school?

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

Who will be responsible for overseeing it?

- Senior leaders
- Designated safeguarding lead
- PSHE Coordinator
- CPD/Staff training lead
- Governing/parent body
- Student council
- Safer Schools Officer

Or

Prevent should be a regular agenda item for SLT or safeguarding meetings (feeding back to SLT).

How often will the group meet?

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

Potential Outcomes

- **Identify issues –** ie   staff confidence in addressing Prevent related conversations sensitively in the classroom. The Prevent Baseline Survey (page 3) can be adapted to meet your needs.

- **Agree how this will be addressed –** ie that a wider network of people would be beneficial in putting together lessons, drawing on different knowledge and skills from the school community to share ideas and good practice, as well as to support workload management.

- **Identify staff volunteers who wish to lead on this** – the designated safeguarding lead, PSHE coordinator, and teaching and support staff. Someone who has an understanding of local community issues, or shares a subject knowledge or a general interest in discussing the issues would be useful.

They will:

- **Meet** regularly, circulating lessons or 'Reflections' items via email for feedback before sharing with the whole school

- **Share** workload, ensuring lessons are prepared in good time, by dividing planning

- **Promote** whole school initiatives, including vertical drop-down days, a Year 11 curriculum day focusing on critical thinking and propaganda, and topics such as values and identity into PSHE across all years

- **Monitor** training to ensuring all staff have attended Prevent Awareness Training. and have nominated a staff member to attend Bradford's 'Prevent Train the Trainer' session, to oversee and cascade in-school training.

Prevent Baseline Survey

Prevent Toolkit

	Not at all 1	2	2	4	Very 5
I have a basic understanding of the Prevent strategy's aims?					
I am confident to discuss how vulnerabilities can occur?					
I understand how this can sometimes reveal itself in certain behaviours?					
I understand how advice can be sought and referrals can be made within the school policy?					
Do staff have a basic understanding of the term British values, and the values of the school?					
I understand how these values are promoted within every year group, as part of a whole school approach?					
Do staff understand how these values are promoted within subject areas and beyond the curriculum?					
I would benefit from personal development / training or more information about extremism issues?					

City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

2   Plan and prepare your policy and practice

Does your policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?	Departmental advice states that it is not necessary for schools to have a distinct policy on implementing the Prevent duty but it should at least be incorporated into the school's existing safeguarding policy. This should be regularly updated to take into account the different threats that arise from time to time. See 2a **10 point Plan**
Are lead Prevent responsibilities clearly identified in your safeguarding or Prevent policy?	As well as nominating a safeguarding and curriculum lead, your Prevent working group will need to recognise the lead who has responsibility for corporate security - with responsibility for checking visitors to the school and premises used by outsiders, ensuring record keeping is compliant and appropriate checks are done
Does it specify how British values are addressed through the curriculum and other activities? Have these been mapped across age range and subject areas?	You will find guidance for schools, along with mapping templates, curricular resources and effective strategies for all schools and early years settings in section 3 **Promoting British Values**,
Are key staff confident to hold difficult conversations with students, or discuss incidents that could give rise to fears and grievances?	1 Please see the PSHE Association guidance that can assist in holding these conversations and discussing specific incidents with pupils. https://www.pshe-association.org.uk/curriculum-and-resources/resources/generic-framework-discussing-terrorist-attack 2 Please refer to the pneumonic for See 2b **INCIDENTS**
Does your Safeguarding Policy make explicit how Prevent concerns should be reported within school?	Ensure staff are aware that Prevent referrals involve following your school's existing child protection procedures, using the Notice – Check – Share guidance.
Is there a specific Prevent risk assessment?	You might have a specific risk assessment for Prevent or it can be included as part of your school's wider risk assessment procedures.
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?	Schools in England and Wales are required *"to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering"* (Revised Prevent Duty Guidance: for England and Wales, 2015).

	Furthermore, it expects that they *"assess the risk of [their] children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology* The UK Safer Internet Centre has produced 2 guides, aimed to help schools (and providers) comprehend, in conjunction with their completed risk assessment, what should be considered as 'appropriate' filtering and monitoring. You can download the guidance here: http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring/appropriate-filtering **It is important to recognise however that no filtering systems can be 100% effective and need to be supported with good teaching and learning practice and effective supervision.**

2a   A 10 Point Plan to incorporate Prevent into the safeguarding policy.

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

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

1. Steps the school is taking to implement the Prevent strategy (e.g. annual staff training)

2. How the strategy is integrated into the curriculum and extra-curricular activities

3. The name of the Prevent strategy lead

4. How the school is engaging with the local Prevent team

5. Reasons why a young person might be drawn into the radicalisation process

6. Early indicators of radicalisation

7. What to do if anyone has concerns about radicalisation

8. How risk assessments are conducted

9. The interventions that might take place if there are concerns about radicalisation (which must be proportionate)

10. The process for making referrals

2b   Incidents Pneumonic

Immediacy – follow up straight away

Notes

Contextualise

Integrate

pupils

understanding

Decide on what is reliable /untrustworthy

Explore the ideology/motivation

No generalising or blaming

Test the feeling of the room

Social media – validity and infection

Useful Guidance on holding difficult conversations can be found on the PHSCE Association web-site

Step 3 – The Curriculum

Ofsted will be looking for evidence of how British values permeate through the school. They will do this through a deep dive, asking a variety of stakeholders for evidence of impact.

3a   Can subject leaders demonstrate that Prevent and British Values are embedded in the curriculum?

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

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

3b   Does the school have a strong ethos with an holistic approach which embeds these values?

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

3c   Does the school have access to up to date resources and training?

Prevent – [Guidance for Schools on Promoting British Values](#)

Department Mapping Template: this grid enables subject leaders and departments to identify topics and opportunities with their teams and map them against key objectives around British values

3D   Guidance for Schools on Promoting British Values:

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

Policy and Practice:

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

Staff:

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

Governors:

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

Pupils:

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

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

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

Prevent Toolkit

Step 4 Promote online safety

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

Carry out a needs analysis to identify issues and concerns

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

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

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

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

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

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

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

Step 5   Communicate

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

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

- **Reinforce key messages and update staff on developments:**
  Regular updates can be shared at staff briefings, CPD sessions, and electronically via emails and the staff VLE or message boards, now a requirement
  in Keeping Children Safe in Education

- **Ensure staff are all aware of the referral route and key contacts:**
  Display the **Prevent Incident of Concern chart** in the staffroom on A3 paper and include a copy in your staff induction pack.

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

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

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

- **Invite parents to a school safeguarding session:**
  This will provide an opportunity to have a stall where you can raise awareness of Prevent as part of the wider safeguarding issues including online safety FGM and CSE.

6 Review, monitor and evaluate

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

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

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

- **Monitoring:**
  Ensure that you continue to refer to the **Step by Step Guide to Implementing Prevent** and use the **Prevent Working Group Checklist** or your risk assessment model to help keep you on trac

Prevent Toolkit

Further Information

Geraldine Cooper (Acting Prevent Education Officer)
geraldine.cooper@bradford.gov.uk

Danielle King (Acting Prevent Co-ordinator / PEO)
Danielle.king@bradford.gov.uk