

Understanding Sandwell's Prevent Guidance for Schools

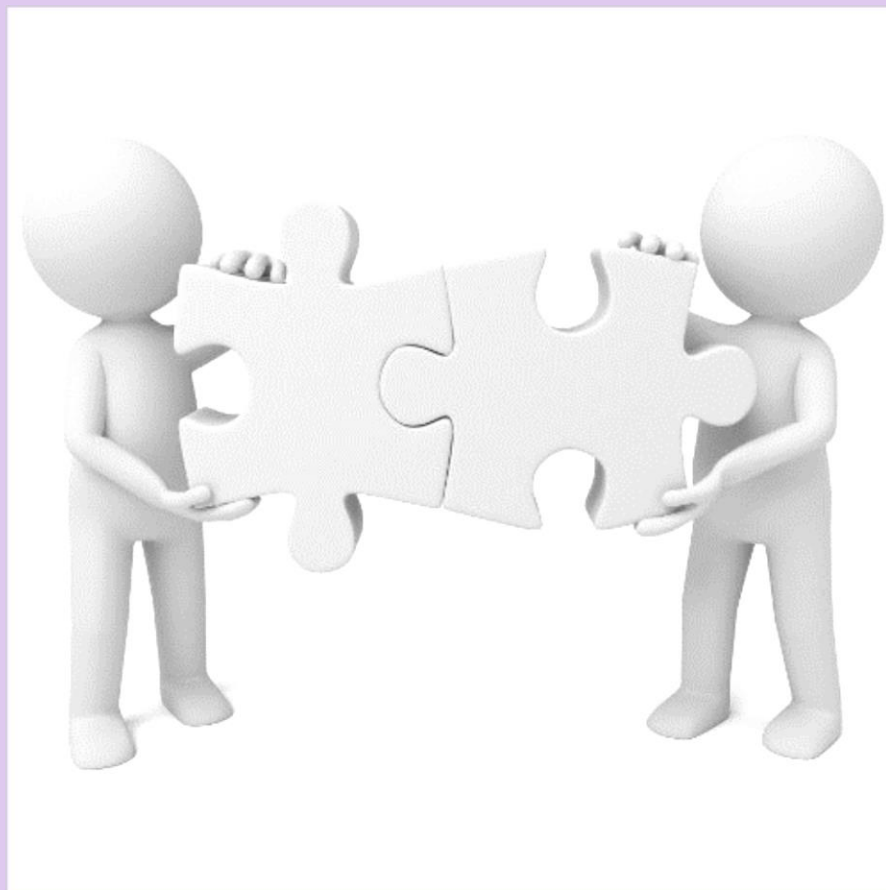
Who is
vulnerable?

What does
the Prevent Duty
require us to do?

What is
Terrorism?

What is
Extremism?

Who do I
contact?



Contents

Overview of Prevent	4
Key Terms	6
Myth-busting	7
Good Practice	9
Who is Vulnerable?	11
Referral Pathways	15
Sandwell Prevent Referral Process	18
Prevent Checklist	19
Mapping the Curriculum	22
Resources	24
Frequently Asked Questions	25
Useful Links	26
Parent Guide	27
Prevent Training - Supporting information	30

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

**Home Office
The Prevent Strategy**

Overview

The Prevent Duty

From the 1st July 2015, the Counter Terrorism and Security Act places a new statutory duty on schools, Local Authorities (LA's) and other specified authorities and institutions, to prevent people being drawn into terrorism and extremism.

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

The updated Ofsted inspection framework published in July 2014 sets out expectations on preventing extremism. It directs inspectors to examine a school's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the school in preventing extremism. The Government has said that it intends to strengthen these provisions in the near future. The Prevent strategy is nothing new though and has existed in various form since 2007.

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

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation or gang membership.

Therefore, we approach the Prevent strategy in the same manner we would child sexual exploitation or gang membership. If a member of staff is concerned about the safety of a student, they should inform the Designated Safeguarding Lead (DSL) in the school. They should also talk to the family and other professionals working with the young person about the concerns and get their views (unless the family is implicated in potential extremism). In this case, you would contact the Prevent Education Officer for Sandwell Council on 0121 569 2252.

Overview

The Prevent Duty is concerned with all forms of grooming that could lead to violent extremism. At the moment, the biggest threats come from Far Right and Islamist groups but there have also been cases linked with the Incel movement (Involuntarily Celibate), and those with no ideology present. All cases are linked to vulnerabilities, which need to be addressed first. In Sandwell, the main ones we see are mental health issues, alcohol and drug issues, naivety, ignorance/lack of knowledge, and Autism and Asperger's links.

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.

We all appreciate and value freedom of speech, but there are limits. For example, it is illegal to incite racial or religious hatred. It is this kind of narrative or 'hate speech' that Prevent attempts to counter.



Overview

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

Definitions of Extremism and Terrorism:

What is extremism?

Extremism is “the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.”

Source: Counter Extremism Strategy – October 2015

What is terrorism?

Terrorism is defined as action designed to influence the government, intimidate the public, and done for the purpose of advancing a political, religious or ideological cause, that endangers or causes serious violence or harm to people, property, or seriously disrupts or interferes with an electronic system.

Source: Terrorism Act – 2000

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

Myth busting

Many people are confused about what the Prevent Duty actually requires schools and teachers to do. Some teachers have expressed concerns that they have to 'spot the signs of non-violent extremism'.

The Prevent Duty acknowledges that, after close family and friends, it's likely that school staff would be in the best position to notice if a child was behaving in a manner which implied something was troubling or upsetting them. There is no definite checklist of behaviours or warning signs, just as there isn't for other child protection issues. Children behave in any number of differing ways when something has a profound effect upon them. Think about a young person you know and how they reacted to a difficult family breakup, then compare their reactions to someone else who has also been through this ordeal. People often respond differently.

What the Prevent Duty acknowledges, is that teachers, as a part of their daily routine, will try to ensure children in their care are kept safe from harm and that teachers are well placed to spot signs of physical and emotional trauma/harm.

If a teacher notices some significant change in the behaviour or temperament of a student, they should do what they usually do, i.e. ask the student if everything is alright. If, during the conversation something is disclosed which makes them fear for the safety of the student, then the teacher should do exactly what they would in any other situation - speak to the Designated Safeguarding Lead in the school and explain their concerns. This should be viewed in the same way that teachers have dealt with issues regarding sexual exploitation and abuse for years.

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

Myth busting



The screenshot shows the Guardian website interface. At the top, there are navigation links for 'sign in', 'become a supporter', 'subscribe', and 'search'. The Guardian logo is prominently displayed on the right, with the tagline 'website of the year'. Below the logo, there are links for 'jobs', 'dating', 'more', and 'UK edition'. A secondary navigation bar lists various sections: 'UK', 'world', 'politics', 'sport', 'football', 'opinion', 'culture', 'business', 'lifestyle', 'fashion', 'environment', 'tech', and 'travel'. A 'browse all sections' button is also present. The main content area features the article title 'Prevent strategy 'stifles debate and makes teachers feel vulnerable'' under the sub-header 'UK security and counter-terrorism'. The article text begins with 'Government's reviewer of terrorism legislation says teachers 'are watching their backs' rather than confronting extremist ideology in classrooms'. It continues: 'The Prevent strategy is widely felt to be inhibiting free speech in schools and encouraging teachers to avoid "toxic" issues of extremism, according to a government watchdog.' Another paragraph states: 'David Anderson QC, the independent reviewer of terrorism legislation, said the way the policy has been implemented left teachers feeling "vulnerable" and reluctant to confront radicalisation.' A final paragraph starts: 'In some instances, the policy even stops some Muslim parents from talking to their own children in case inaccurate versions of their views are repeated in school, he said.' On the left side of the article, there are social media sharing icons for Facebook, Twitter, and Email, along with a note 'This article is 1 year old'. Below these are the author's name 'Owen Bowcott', his title 'Legal affairs correspondent', and his Twitter handle '@owenbowcott'. The date and time 'Wednesday 9 March 2016 10:51 GMT' are displayed at the bottom left of the article content area.

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

Prevent is not about identifying or labelling students; it's about supporting all students and ensuring their safety.

Good Practice

As stated, effective implementation of the Prevent Duty should encourage open and healthy debate about controversial issues in schools. This does not mean that all members of staff are suddenly expected to become experts on issues regarding Far Right, Islamist or Animal Rights Extremism. Instead, best practice would see schools identifying which members of staff would be most confident talking about these issues with students should questions arise in the classroom. These teachers might be Citizenship or RE teachers, or just members of staff who have an interest in these topics. Students and staff members would then know who to turn to should some difficult questions arise.

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

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

It's essential that members of staff know where they can turn to get additional support.

If you feel you that you want more specialist discussions, then contact the Local Authority (see contact list at the back of this booklet).

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

Good Practice

These headlines highlight the dangers if young people feel they can't talk to an adult about controversial issues. They might seek explanations from the internet and, unless they are competent users who are able to critically evaluate source material and its authenticity, they could be exposed to hateful, simplistic narratives.

The Telegraph

Home Video News World Sport Business Money Comment Culture Travel Life
Politics Work Family Sex Life Health Wonder Women Columnists

HOME » WOMEN » WOMEN'S LIFE

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

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

 View comments

Calls for government to act on online radicalisation in light of Mold machete attack

Published date: 02 November 2016 | Published by: Owen Evans

The [government](#) has been urged to focus on far-right radicalisation in light of a machete attack in Mold.

Delyn MP David Hanson urged security minister Ben Wallace to focus on the issue during a House of Commons debate on online radicalisation.



Who is vulnerable?

In Sandwell, we take the view that anyone can become vulnerable to extremist narratives. There is often a discrepancy between what parents and teachers consider to be typical extremist propaganda and what it is that young people might actually be exposed to.

Below are two examples of materials put on the internet by extremist groups.

This post is by the far-right political party Britain First. They use popular campaigns like this to try to expand their influence. Even though the British Legion, which runs the Poppy Appeal, publicly stated that it does not authorise the use of the poppy for “political or partisan use”.

When people see the poppy, they share it without knowing that the image was put up by a group that is not associated with the campaign.

It is “click-bait”. This means it’s a social media post that is designed to get as many ‘likes’ and ‘shares’ as possible. Most of their posts have no mention of their political views, instead they are deliberately chosen to appeal to as many people as possible. Once someone has liked or shared a post like this, it then means that whenever the group posts another item on social media it will automatically reach those people.

Their posts will then become more aggressive in tone, and often become Islamophobic.



Who is vulnerable?

This second post is from Daesh (also known as ISIS, ISIL or IS). Most people assume that Daesh propaganda is aimed at inciting ultra-violence when, in fact, it posts more about 'state building' and its 'charity work' than it does about violence.

If a young person finds propaganda online, much of what they see will appeal to them because it echoes their views on a range of issues and makes them believe they are supporting groups that are doing good and supporting the oppressed.

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



Who is vulnerable?

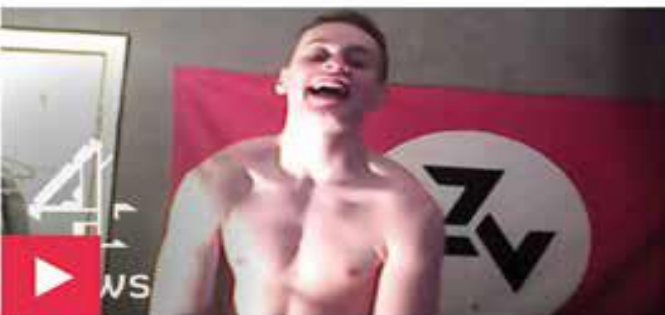
The following headlines and pictures show that people from very different backgrounds can be drawn into extremist narratives...



National Action's Zack Davies guilty of attempted murder

By BRIAN WHELAN

A young neo-Nazi extremist who was radicalised online is found guilty of attempted murder at a court in North Wales. Zack Davies tried to decapitate a man because he was Asian.



Zack Davies posted an image of himself in a balaclava with a large knife and the flag of the far-right group National Action hours before he carried out his violent racist attack.



UK police launch hunt for London schoolgirls feared to have fled to Syria

Counter-terrorism police open international search for three girls who left their homes in east London last week and caught a flight to Turkey



The girls at Gatwick airport. Photograph: Metropolitan police

British counter-terrorism police have launched an international hunt to find three London schoolgirls feared to be making their way towards Islamic State (Isis) territory in Syria after fleeing the UK.



Profile: Roshonara Choudhry

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



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

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



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

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



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

By Patrick Sawyer
1:03PM BST 17 Apr 2014

Print this article
Crime

None of these profiles match the stereotype of a young person vulnerable to radicalisation.

Who is vulnerable?

Because identifying those at risk is so difficult, we take the view that there should be universal provision for young people to help prevent them being drawn into radicalisation.

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

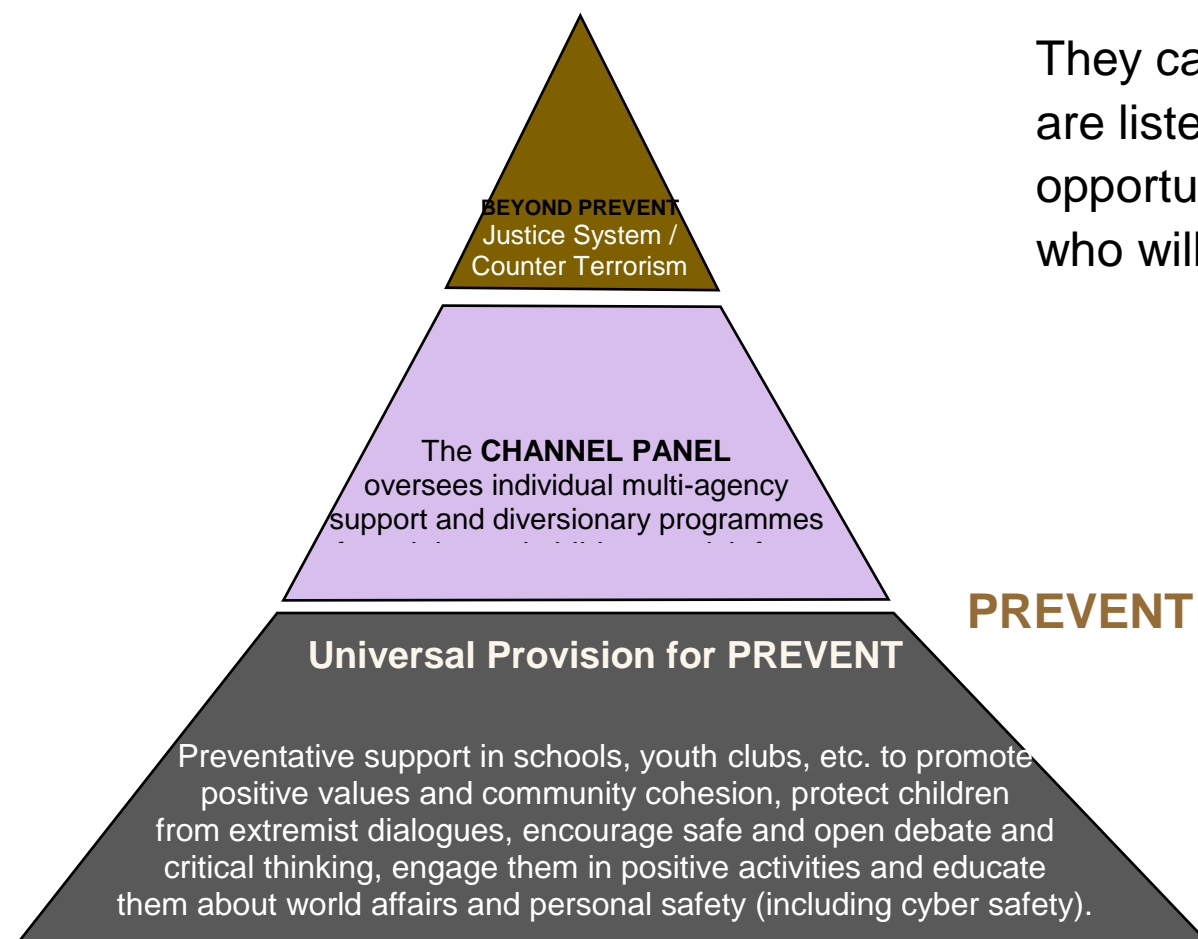
We need to ensure that they know they have a voice; that they can have differing beliefs and views to others, that they are valued members of society who can make an impact on society and bring about change for the better.

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

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

The diagram below shows that most Prevent work happens in the Universal Provision tier. For example, if schools have; debate clubs, good Spiritual Moral Social Cultural and Religious Education, safe spaces for debates, mentors, school councils, good ICT e-safety classes etc.

They can demonstrate that all children are listened to, valued and given the opportunity to become critical thinkers who will be resilient to extremist narratives.



PREVENT Triangle of Intervention

Referral Pathways

As stated, all educational professionals are now required by law to refer any concern they have regarding young people being drawn into violent extremism.

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

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

At all other times, the normal procedures should be followed. These are detailed over the following pages. But for school staff, the main message is informing the school Designated Safeguarding Lead of your concern. They will use their expertise and experience to decide if it needs to be referred further. Vulnerable children can sometimes be drawn into a range of risky or extreme situations which may include drug or alcohol abuse, offending, exploitation by others or becoming victims or perpetrators of violent behaviour. Often we have no way of knowing what risks they may be vulnerable to or could come across, so it is important we deal with their needs holistically to protect them. It's important that we make them more resilient and provide them with the skills and positive avenues of support to enable them to deal with these hazards and resist negative influences.

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

Referral Pathways

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

- Talk to other teachers and staff working with the child/young person at the school. Check if they have noticed the same signs as you and/or to get their perspective.
- Talk to the family and other known professionals working with the child/young person about your concerns and get their views.
- If the concerns continue or you deem risk within the family, share this with the DSL for your school or Prevent Education Officer (PEO) to discuss the concerns around the child and/or family.
- If at any time the concerns are confirmed that the views/actions of the child are already engaged in or drawn into extremism or in contact with others who engage in or promote extremism. Share this information immediately with your DSL and refer to **MASH** immediately by submitting a **MARF** into MASH and you should copy in the Prevent Coordinator.

If the risk relates to an adult over 18, share this information immediately with the DSL and submit the information to the Counter Terrorism Unit (CTU) Gateway email address and copy in the Prevent Coordinator.

In considering such cases, the referral discussion will include representatives from the West Midlands CTU Police Prevent team, the Multi Agency Safeguarding Hub (MASH) Social Work team and the Sandwell Prevent Team, who will contribute advice and guidance.

Once the referral is put forward to be discussed formally at the Channel Panel, there will be other relevant safeguarding partners at the meeting to discuss the most effective and appropriate support and intervention for the individual. Examples of these partners include, Probation, COG/Early Help, Black Country Partnership NHS, Children's Trust, Housing...

Referral Pathways

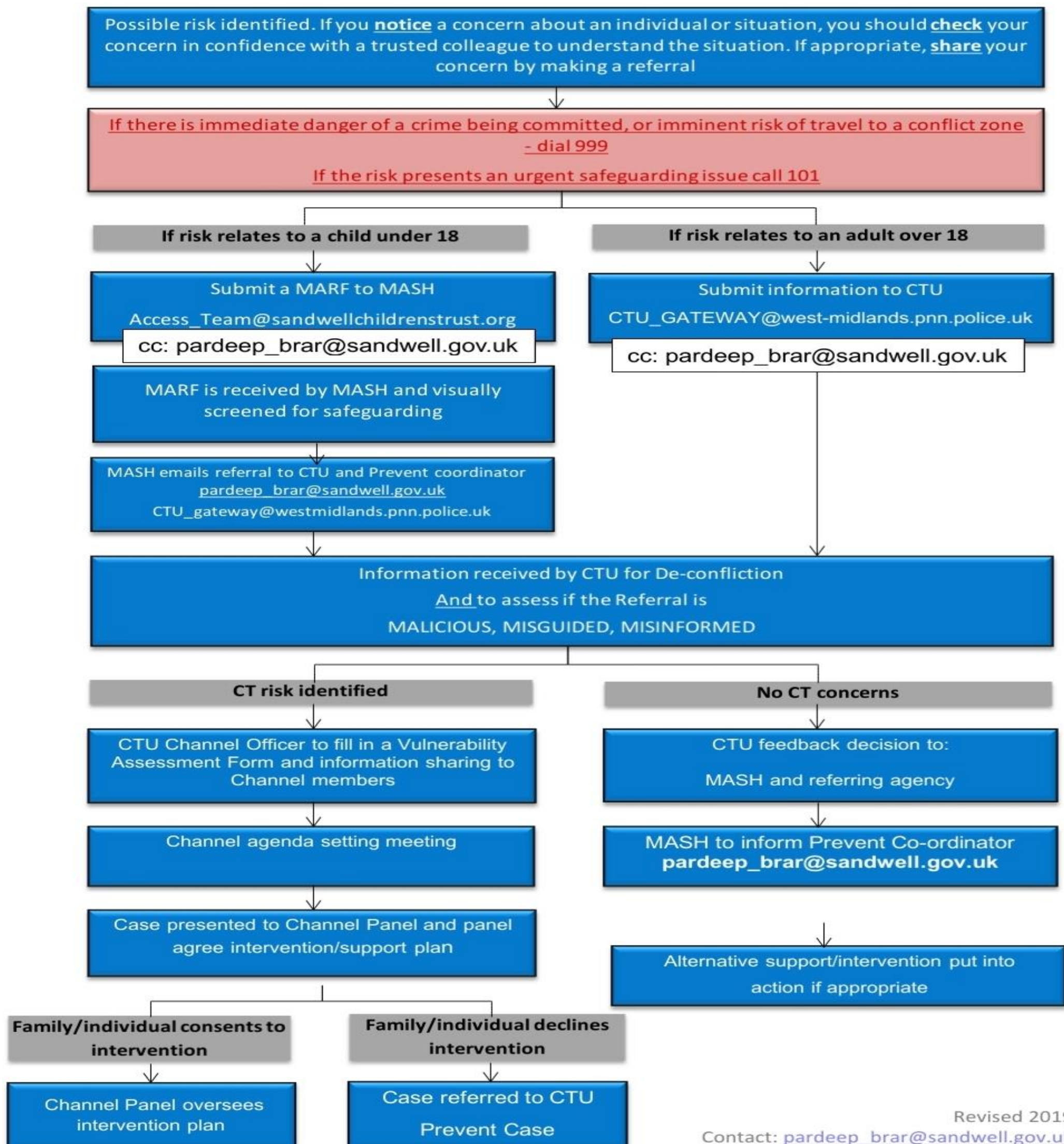
Please note: You can make a referral without parental consent where you believe the child or others are at serious risk of harm or in order to prevent serious crime. These are examples where consent is not necessary and may indeed be counterproductive in managing the situation. A referral because you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

Appropriate interventions for individuals at risk

Interventions will depend on specific cases and the nature and degree of concern but may include:

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

Sandwell Prevent Referral Process



Revised 2019
Contact: pardeep_brar@sandwell.gov.uk

Prevent Audit Checklist

Prevention of Violent Extremism and Radicalisation

Checklist for ensuring Prevent issues have been addressed in your school policy and practice.

1. Clear leadership and accountable structures are in place and visible throughout the organisation		
Evidence	Colour code	Action, when and responsibility
There is an identified strategic Prevent Lead within the school		
The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within the schools safeguarding policies		
The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives		
2. Staff and the Governing Body have been appropriately trained according to their role		
Evidence	Colour code	Action, when and responsibility
All staff and Governors know who the Prevent Lead is in school		
Staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk		
There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT; they know who to go to and how to report concerns		
Staff are confident and able to provide appropriate challenge to students, parents or Governors if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion		

<p>A plan is in place to ensure that all staff (including agency, TA's and Governors) have received up-to- date training on the risks of radicalisation and recognising the signs</p> <p><i>Please outline your plan and how you ensure that your staff remain up to date (e.g. annual training & attendance register/questionnaire(s))</i></p>		
<p>The Designated Safeguarding Lead (DSL) has attended specialist safeguarding training on Prevent provided by SMBC/HO approved products (Please specify date)</p>		
<p>Regular, continuous PREVENT CPD training is available to all staff, including all staff completing WRAP (Workshop to Raise the Awareness of Prevent). The online refresher is recommended to be completed annually</p>		
<p>3. An appropriate reporting and referral process is in place and referrals are being managed effectively</p>		
<p>Evidence</p>	<p>Colour code</p>	<p>Action, when and responsibility</p>
<p>An appropriate internal Prevent referral process has been developed and is included in the schools safeguarding policy</p>		
<p>Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral</p>		
<p>Evidence of notification reports and/or referrals exists in school</p>		
<p>Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead</p>		
<p>A process is in place to identify, and develop 'lessons learnt'; a reflective process that will inform future action</p>		
<p>4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion</p>		
<p>Evidence</p>	<p>Colour code</p>	<p>Action, when and responsibility</p>
<p>The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media</p>		

Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community		
A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these		
Resources, displays and literature provide balanced information, advice and alternative views for pupils and students		
Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this		
The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs., through the curriculum, collective worship and interaction with the wider community		
Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see links and supporting guidance)		
5. Venue Hire Policy and Procedure		
Evidence	Colour code	Action, when and responsibility
The school has a clear protocol for ensuring that any visiting speakers (whether invited by staff or children) are suitable (thorough due diligence carried out) and are properly supervised		

Key:

When assessing the school's level of compliance use the following codes

Red (R): no evidence

Amber (A): partial evidence

Green (G): secure evidence

Mapping the Curriculum

The screenshot shows the TES website header with navigation links: Resources, Jobs, Community, News, Courses, Store, and a search icon. Below the header are sub-navigation links: School news, FE news, Subject genius, New Teachers, Leadership, The Ledger, Magazine, and Back. The main article title is 'Pupils should be taught 'British values' of tolerance, democracy and respect, says government adviser'. The author is 'TES Reporter' and the date is '5th December 2016 at 11:43'. There are social sharing icons for Pinterest, Twitter, Facebook, Email, and Google+. A sub-headline reads: 'Teaching 'British values' in school will help to bring communities together and prevent teenagers from becoming radicalised, according to Dame Louise Casey's report on social integration'. The lead paragraph states: 'Schoolchildren should be taught British values of tolerance, democracy and respect, to help bind communities together amid growing ethnic segregation, according to a major government-commissioned review published today.'

Schools should consider whether their curriculum fully meets the requirements of preparing young people for life in modern Britain.

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

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

Below is an example of a curriculum mapping document. If this is filled, it will help ensure universal provision of Prevent for all students.

Mapping the Curriculum

mapping document secondary with examples.xlsx - Microsoft Excel

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC
1		PRACTICAL TOOLS & SKILLS	art and design	Biology	Business studies	Chemistry	Citizenship/PSHE	Design and Technology	Drama	English	Geography																		
2	Criminal and Civil Law																												
3	Democracy and democratic values																												
4	Individual liberty	yes																											
5	Respect and tolerance of multi-faith society	yes																											
6	Controversial issues and safe space for debate									Yes																			
7																													
8																													
9																													
10																													
11																													
12																													
13																													
14																													

- Learn about living in modern Britain
- What are the purposes of punishment (protection, rehabilitation etc.)
- Gang crime, drugs, hate crime etc.
- What causes crime?
- How can we tackle crime?
- Why are rules important?
- Consistent approach to rules and consistent consequences and appropriate consequences in schools if they are not adhered to

- Provide safe spaces dedicated to confidential discussion, to discuss openly issues that include exploring their own identity
- To learn about living in modern Britain
- Explore and promote diversity
- To become independent enquirers
- Promote respectful dialogue
- Challenge prejudices

- Equip students with a deeper understanding of religions
- Explore and promote diversity
- Develop a shared understanding of and respect for culture, belief and heritage
- Challenge anti-Semitism, Islamophobia, homophobia and other prejudices
- debate extremism
- debate fundamental moral and human rights and principles
- Equip students with arguments against violent extremist ideology

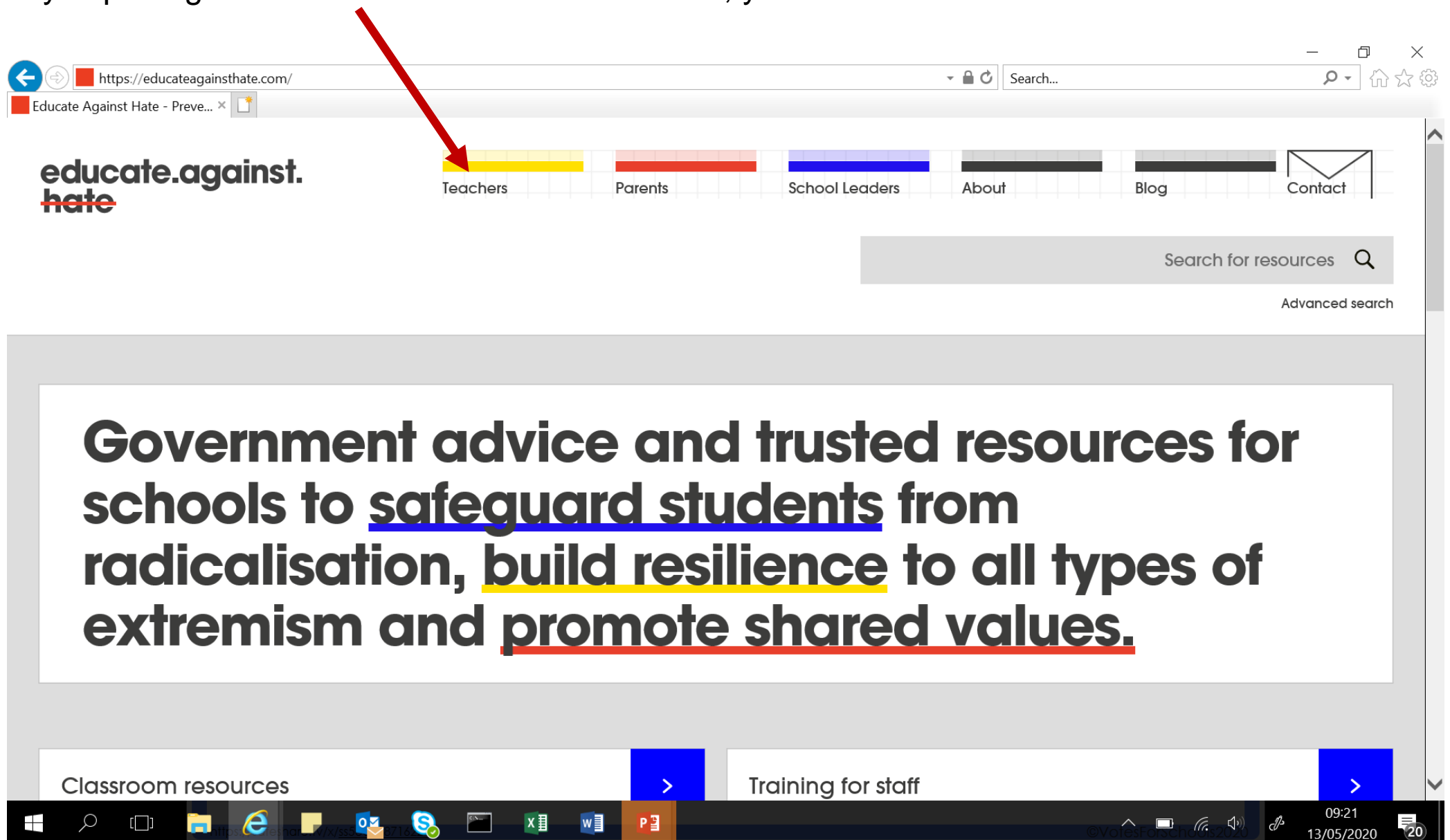
- Allow grievances to be aired
- Provide safe spaces for students dedicated to confidential discussion, to openly discuss issues that concern them including exploring their own identities
- develop critical personal thinking skills
- Develop critical thinking of the media/ become critical users of media messages-
- Deal with controversial issues
- Develop the skills needed to evaluate effectively and discuss potentially controversial issues
- Enhance safe behaviours in the use of the internet
- Become independent enquirers/ evaluate evidence to take reasoned decisions while recognising the beliefs of others
- Challenge misinformed views and perceptions
- Learn questioning techniques to open up safe debate
- Promote open and respectful dialogue

Resources

This booklet has been designed to give a brief overview of Prevent in Sandwell. All of the resources, policy guidance and mapping tools are also available online.

For lessons, assemblies and tutor sessions, please go to:
www.educateagainsthate.com

By exploring the teachers section of the website, you should be able to access all resources.



The screenshot shows the website <https://educateagainsthate.com/>. The navigation menu includes 'Teachers' (highlighted in yellow), 'Parents' (highlighted in red), 'School Leaders' (highlighted in blue), 'About', 'Blog', and 'Contact'. A search bar is present with the text 'Search for resources' and a magnifying glass icon. Below the navigation, a large white box contains the text: **Government advice and trusted resources for schools to safeguard students from radicalisation, build resilience to all types of extremism and promote shared values.** At the bottom of the page, there are two buttons: 'Classroom resources' and 'Training for staff', both with right-pointing arrows. The Windows taskbar is visible at the bottom of the screenshot, showing the time as 09:21 on 13/05/2020.

All teaching staff are required to complete WRAP (Workshop to Raise the Awareness of Prevent). A refresher is recommended annually which can also be completed online here <https://www.elearning.prevent.homeoffice.gov.uk>

If you require any advice, staff training or have any suggestions for resources you would like to be developed please contact the Sandwell Prevent Education Officer.

FAQs

Does the Prevent Duty stifle debate?

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

Does Prevent criminalise young people?

No. Prevent takes place prior to a crime being committed. Prevent offers early intervention to try to prevent young people being drawn into extremist narratives that encourage violent extremism.

Is Prevent focused on Islamist extremism?

The Prevent strategy is concerned with any form of extremism that could lead to violent extremism. In the UK, the biggest current threat is seen to be from Daesh-inspired extremists, but Prevent is not solely focused on this. In Sandwell due to our diverse community, we have become a magnet for Far-Right extremists too and our referrals reflect this.

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

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

Parental training is also recommended. The Parenting Partnership team offer a train-the-trainer package to train school staff to deliver the Changes programme. The Changes programme helps parents understand their child's needs and provides them with the opportunities to improve their parenting skills.

The programme is split into Early, Primary and Secondary years to reflect the pressures at different stages in children's lives and to help parents cope.

Once trained, staff can access free handbooks and resources to run their own programme and the Parenting Partnership team offer on-going support and advice.

The ideal scenario would be if parents feel able to pick up the phone to the school and talk frankly about their child's issues for support. Equally, we would like to see a situation where staff feel confident discussing these issues with parents.

Useful links

Educate Against Hate	https://educateagainsthate.com/
Sandwell Council website	http://www.sandwell.gov.uk/
The Prevent Strategy	https://www.gov.uk/government/publications/prevent-strategy-2011
The Prevent Duty Guidance	https://www.gov.uk/government/publications/prevent-duty-guidance
Channel Duty Guidance	https://www.gov.uk/government/publications/channel-guidance
London Grid For Learning	https://www.lgfl.net/online-safety/resource-centre?a=1
Anti-Terrorist Hotline	0800 789 321
Prevent E-Learning	https://www.elearning.prevent.homeoffice.gov.uk
Parenting Partnership Team	parent_support@sandwell.gov.uk
Report online material promoting terrorism or extremism	https://www.gov.uk/report-terrorism
Sandwell Childrens Safeguarding Partnership	https://www.sandwellcsp.org.uk/key-safeguarding-issues/report-a-concern/
Child Protection Advice Line	0121 569 3100
Sandwell multi-agency referral form (MARF)	https://www.sandwellcsp.org.uk/key-safeguarding-issues/report-a-concern/ Click on the 'Multi-Agency Referral Form (MARF)' Link

PARENT GUIDE

TO ADDRESSING CONTROVERSIAL ISSUES

WHAT'S THE ISSUE?

Children today are growing up in an information age. With so many sources of information readily available (but not always accurate!) it can be overwhelming for young people to make sense of the world around them. These simple tips are designed to help parents think about how best to support children in developing their knowledge and understanding of issues they care about. By following this guide you can help your child stay safe online and can give them skills to work out what is reliable information.

Thinking about and making sense of current affairs, as well as sensitive and controversial issues, is a key part of children's education and development. Children are interested in understanding society and its changes, but they need support and guidance from trusted and respected adults in order to do so.



KEY THEMES

When addressing a controversial or sensitive issue, consider the following steps:

- 1. Address the emotion - feelings first**
- 2. What do we know? What evidence is there?**
- 3. What do we want to do about it?**

THEME #1: EMOTION

Social and political issues often create strong feelings and emotions in ourselves and in our communities. We all have emotional reactions to sensitive social and political stories and the techniques the media use to report on these issues often serve to heighten these emotions. Children pick up on feelings of anger, anxiety or enthusiasm.



It can be useful to address these emotions and why we might feel this way before we start exploring the issues themselves. A good place to start when supporting children in this process is to get an understanding about how your child feels about a particular issue. Are they feeling confused, curious, angry etc? (see Step-by-step

THEME #2: EVIDENCE

When talking with your children it is important to start from where they are at in terms of knowledge and understanding. What do they know, think or understand about an issue? It is not important that as a parent you are an expert yourself (very few people are!) Instead, it is important to support children to think critically about the stories we see and hear. This could involve:

Looking up different viewpoints on any given issue

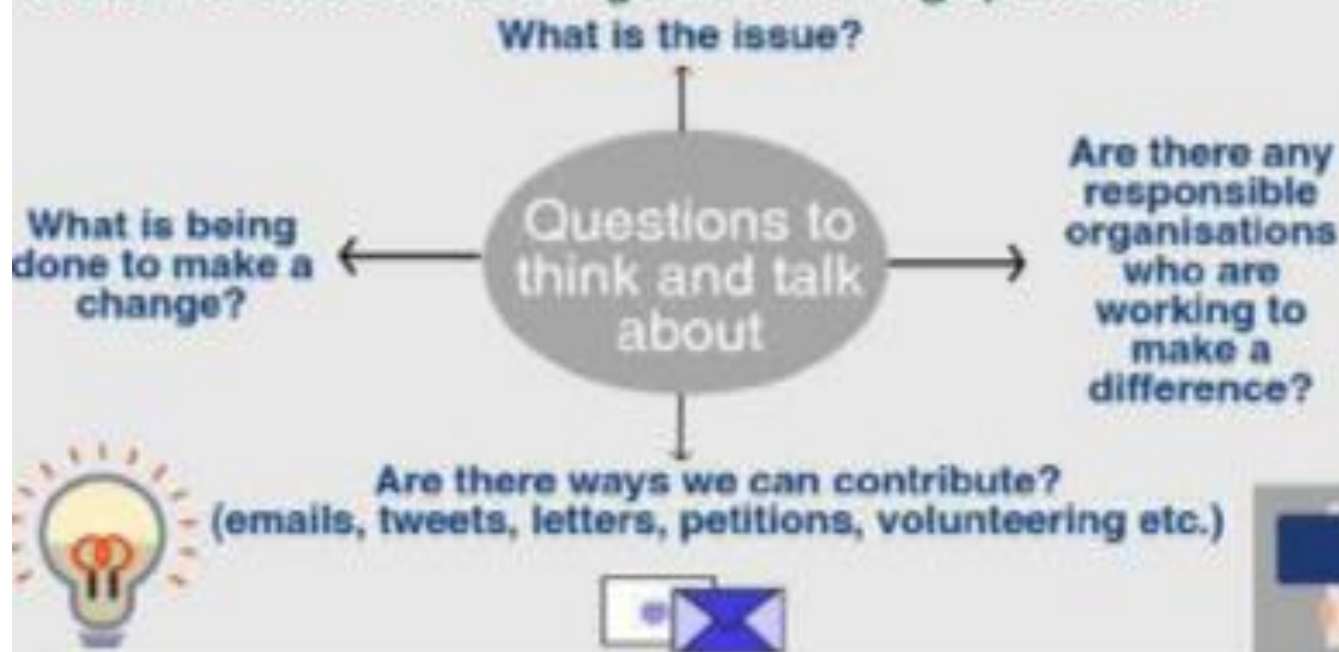
Checking the sources of information e.g. WWWDOT approach (see useful links section)

Encouraging your children to adopt a 'questioning' stance to information

Not always expecting to find the perfect answer. Some issues are too complicated for a simple conclusion, and this is an important lesson for children to learn

THEME #3: EMPOWERMENT

We are often concerned or feel strongly about big issues in society, but we can also feel powerless and 'out-of-control'. As adults we can help children understand that we can make a difference to issues we care about. This could include considering the following questions:



ACCESSING SUPPORT:



prevent_in-box@sandwell.gov.uk

TACKLING THE ISSUE: A STEP-BY-STEP GUIDE



1. Choose a news story:

This could be one that the young person is interested in, or one that you would like to discuss with them.

Ask them how they feel about the story - one way to do this is with Emotion cards like the ones below:

How does this make you feel?		
Confused	Curious	Calm
Angry	Anxious	Indifferent
Interested	Excited	Something else ...

2. Research it together:

This could be from a source they have found or it could be one you have chosen (or even better, both!)

Consider these questions when looking at the sources:

- Who wrote the information? Are they reliable and what evidence do they have?
- When was it written? Is the information up to date?
- Why was it written? Is there an agenda? Is the author biased?
- Where else can you check the information?

3. Talk about it:

Share what you have found and discuss your reaction to it.

Engaging in this process (and showing you are willing) is crucial

Have either of you changed your views on the story? How? Why?

Take the time to discuss what your 'next steps' could be - the Empowerment section on page 2 could offer some initial ideas for you to explore with your child.

USEFUL LINKS

The following sites can provide useful information and guidance for exploring sensitive issues and news stories:

[@Snopes.com](https://www.snopes.com).....[@Fullfact.com](https://www.fullfact.com).....[@BBC Newsround](https://www.bbc.com/newsround).....[@Simplepolitics.co.uk](https://www.simplepolitics.co.uk)

Also consider exploring the 'WWWDOT' approach to improving student's critical evaluation of websites:

1. **Who** wrote this and what credentials do they have?
2. **Why** was it written?
3. **When** was it written?
4. **Does** it help meet my needs?
5. **Organization** of the site?
6. **To-do** list for the future.

Prevent Training – Supporting information

For information, support or guidance on Prevent in Sandwell, you can email: Prevent_Inbox@sandwell.gov.uk

If you would like to talk to someone about any queries, concerns, or a referral do not hesitate to make contact:

- **Strategic Prevent Coordinator:** Pardeep_Brar@sandwell.gov.uk

0121 569 4725 / 07500 129348

- **Prevent Education Officer:** Justin_Nixon@sandwell.gov.uk

0121 569 2252 / 07790 396643

- **TYS Prevent Officer:** Sarfraz_Khan@sandwellchildrenstrust.org

0121 569 2322 / 07768 818439

Prevent referrals

For under 18 years please email your referral on a MARF to:

Access_Team@sandwellchildrenstrust.org

cc: Pardeep_Brar@sandwell.gov.uk

For over 18 years please email:

Ctu_gateway@west-midlands.pnn.police.uk

cc: Pardeep_Brar@sandwell.gov.uk

Report concerns anonymously

Anti-terrorist hotline - 0800 789 321

The Department for Education helpline: 0207 340 7264 or email: counter_extremism@education.gov.uk

Additional Resources you can visit online:

Prevent E-Learning: <https://www.elearning.prevent.homeoffice.gov.uk>

Channel E-Learning: <https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

Educate Against Hate: <http://educateagainsthate.com>

Run, Hide, Tell: <https://www.gov.uk/government/publications/stay-safe-film>

Action Counters Terrorism (ACT): <https://act.campaign.gov.uk>