



# Prevent Strategy

(implementing Prevent Duty through a whole Trust approach)

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## 1. Introduction

Schools have to **'have due regard to the need to prevent people from being drawn into terrorism'** - known as the **'Prevent Duty'**.

Schools should be safe spaces in which children:

- Can understand and discuss sensitive topics, such as terrorism and extremist ideas
- Are taught to recognise and manage risk, think critically and make reasoned arguments.

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

Prevent is part of the school's overriding safeguarding responsibilities and procedures and does not sit in isolation. The Prevent agenda is a continuation of the good work that schools already do in promoting tolerance, diversity and individual liberty.

The Prevent duty is about ensuring that appropriate support is available for individuals who may demonstrate vulnerabilities to radicalisation. 'Protecting pupils from radicalisation is part of the wider duties of teachers'. This is an extension of the safeguarding process in the same way that schools help to safeguard children from CSE, drugs and other forms of harm.

Every school is unique, and this means that any engagement or activity conducted under Prevent must be considered in the light of local circumstances. (*For the Counter Terrorism Local Priorities for 2023 in Northamptonshire – see Appendix 1*)

## 2. What Schools Need To Do

- Make sure they fulfil their responsibilities set out in the Prevent Duty statutory guidance in terms of:
  - Risk Assessment
  - Working in Partnership
  - Staff training
  - IT Policies
  - Monitoring and enforcement

*See paragraph 3 below for details.*

- Implement the Prevent Duty by:
  - Identifying aims and objectives
  - Promoting British Values and SMSC Education
  - Promoting Online safety
  - Communicating
  - Reviewing, monitoring and evaluating

*See paragraph 4 below for details.*

### 3. Prevent Duty Statutory Guidance - Requirements for Schools

The requirements are summarised in terms of five themes as follows:

- **Risk Assessment**

**Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist's ideas that are part of terrorist ideology. This means being able to demonstrate both:**

- **A general understanding of the risks affecting children; and**
- **A specific understanding of how to identify individual children who may be at risk of radicalisation.**

See [Appendix 2](#) for *Risk Assessment Factors that may contribute to vulnerability*. Also DfE guidance covers risk indicators, risk assessment framework and how to speak to children vulnerable to radicalisation – see [Managing risk of radicalisation in your education setting](#).

Schools also need to have robust safeguarding policies in place to identify children at risk and which set out clear procedures for protecting children at risk from radicalisation. See [Appendix 3](#) for *Prevent concern flow diagram for a vulnerable pupil (Northamptonshire)*.

See [Appendix 4](#) for information on *creating a risk assessment*.

- **Working in Partnership**

The Prevent duty builds on local partnership arrangements; e.g. safeguarding arrangements need to take into account policies and procedures of the Local Safeguarding Children Board. Also, effective engagement with the parents / carers or family needs to be considered as they are in a key position to spot signs of radicalisation. It is important that advice and support is offered to families who raise concerns and that they are signposted to relevant support mechanisms.

- **Staff Training**

Prevent awareness training is very important. Schools need to ensure staff training gives them the knowledge and confidence to:

- identify children at risk of being drawn into terrorism
- understand how/when to make a Prevent / Safeguarding referral
- challenge extremist ideas and narratives.

As a minimum, the DSL must undertake Prevent Awareness training but good practice, and therefore what the Trust expects, is that Senior Leaders attend Prevent Awareness training as well. The Trust expects DSLs to undertake training at least every 2 years, and Senior Leaders every 3 years, or earlier if required due to, for example, changes in legislation etc. The DSL and Senior Leaders can then disseminate and share the training with staff, governors and volunteers. Non-teaching staff and other personnel should undertake the [e-learning module](#).

- **IT Policies**

Schools are expected to ensure children are safe from terrorist and extremist material when accessing the internet in school. They should therefore:

- regularly review ICT policy and practice
- ensure all incidents are recorded (on MyConcern) and reviewed to establish whether there are any patterns of extremist groups targeting school and whether current procedures are robust enough to deal with the issue. This includes filtering systems but NB, while filtering is an effective tool, no filtering software is foolproof and should be combined with the full range of internet safety measures such as the AUP etc.

Social media is an important tool in the sharing of extreme material and extremist groups actively use it to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting children from extremist narratives and Prevent can play an active part in the process.

- **Monitoring and Enforcement**

Ofsted have regard to the school's approach to keeping children safe from the dangers of radicalisation and extremism, and what is done when it is expected that children are vulnerable to these. As part of this they will look at British Values.

To help schools check they are fulfilling their responsibilities – see [Prevent risk assessment checklist – Appendix 5](#).

## 4. What Schools Need to do to Implement the Prevent Duty

### 1. Identify Aims and Objectives

- Undertake a staff self-assessment to help identify these. See – [Appendix 6 for a short staff self- assessment that can be used](#)
- Review policy and practice around Prevent to ensure it is embedded into school culture. Use the [Prevent Duty Self-Assessment Tool](#) (developed by the DfE) to review Prevent Duty responsibilities
- Draw up a Prevent action plan to reflect the above.

### 2. Promote British Values and SMSC Education

See [Appendix 7 for approaches that can be taken to promote British Values](#).

It should be noted that before making the final judgement on Personal Development, Ofsted inspectors, as referenced above, will evaluate how a school 'through the curriculum, assemblies, wider opportunities, visits, discussions and literature, develops and deepens pupils' understanding of the fundamental British Values of democracy, individual liberty, the rule of law, and mutual respect and tolerance'.

### 3. Promote Online Safety

See [Appendix 8 for ideas on how to promote Online Safety](#).

### 4. Communication

Clear communication and consistent messages will create awareness of the school's strategy / approach and get buy in from the whole school community. See [Appendix 9 for some Communication ideas and activities to help](#).

### **5. Review, Monitor and Evaluate**

It is important to continue to review, monitor and evaluate to assess the school's strategy / approach. Continue to engage with staff at least half termly to discuss developments. Find out more from staff about what they feel is working and what could be improved in terms of Prevent and promoting British Values. Also ask the school council and governors for suggestions and feed this back to staff.

### **5. Other Resources**

Prevent Lead checklist – *see Appendix 10*

Useful links and contacts – *see Appendix 11.*

## Appendix 1 - Counter Terrorism Local Priorities for 2023 in Northamptonshire

### Local Priorities: The Counter Terrorism Local Priorities for 2023 in Northamptonshire are:

- The threat posed by Online extremism is high with 35% of Northamptonshire's investigations involving the World Wide Web. This is 2.5% higher than last year and is likely to be higher due to the after-effects of Covid 19
- Extreme Right Wing is an ongoing issue in the Northamptonshire area, with 16% of 2022 investigations involving this thematic area. This is a 54% reduction in investigations compared to 2021
- Islamist extremism continues to pose a threat and features heavily in Northamptonshire's investigations in this CTLP period, with 61% of the investigations reflecting this thematic area
- Responses from the CTLP survey report the highest emerging areas as; ERW / Racial hate crime, community tensions followed by refugees settling in the Northants.

## Appendix 2 - Risk Assessment Factors that may Contribute to Vulnerability

### What are the risks?

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

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

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

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

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. It is vital that staff working with children are able to recognise those vulnerabilities. Please note that the risk of radicalisation can develop over time and may relate to a number of factors. Identifying the risks requires practitioners to exercise their professional judgement and to seek further advice as necessary. The risk may be combined with other vulnerabilities or may be the only risk identified.

### Factors that May Contribute to Vulnerability

- **Identity Crisis** - Distance from cultural/religious heritage and uncomfortable with their place in the society around them
- **Personal Crisis** – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group

- Becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- **Personal Circumstances** – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- **Unmet Aspirations** – Perceptions of injustice; feeling of failure; rejection of civic life
- **Criminality** – Experiences of poor resettlement/reintegration, previous involvement with criminal groups.

## Access to Extremism / Extremist Influences

- Is there reason to believe that the child associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate?
- Does the child frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity?
- Is the child known to have possessed or is actively seeking to possess and / or distribute extremist literature / other media material likely to incite racial / religious hatred or acts of violence?
- Does the child sympathise with, or support illegal / illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?

## Experiences, Behaviours and Influences

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

## Social Factors

Does the child:

- Have experience of poverty, disadvantage, discrimination or social exclusion?
- Experience a lack of meaningful employment appropriate to their skills?
- Display a lack of affinity or understanding for others, or social isolation from peer groups?
- Demonstrate identity conflict and confusion normally associated with youth development?

- Have any learning difficulties/mental health support needs?
- Demonstrate a simplistic or flawed understanding of religion or politics?
- Have a history of crime?
- A foreign national, refugee or awaiting a decision on their immigration / national status?
- Have insecure, conflicted or absent family relationships?
- Experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

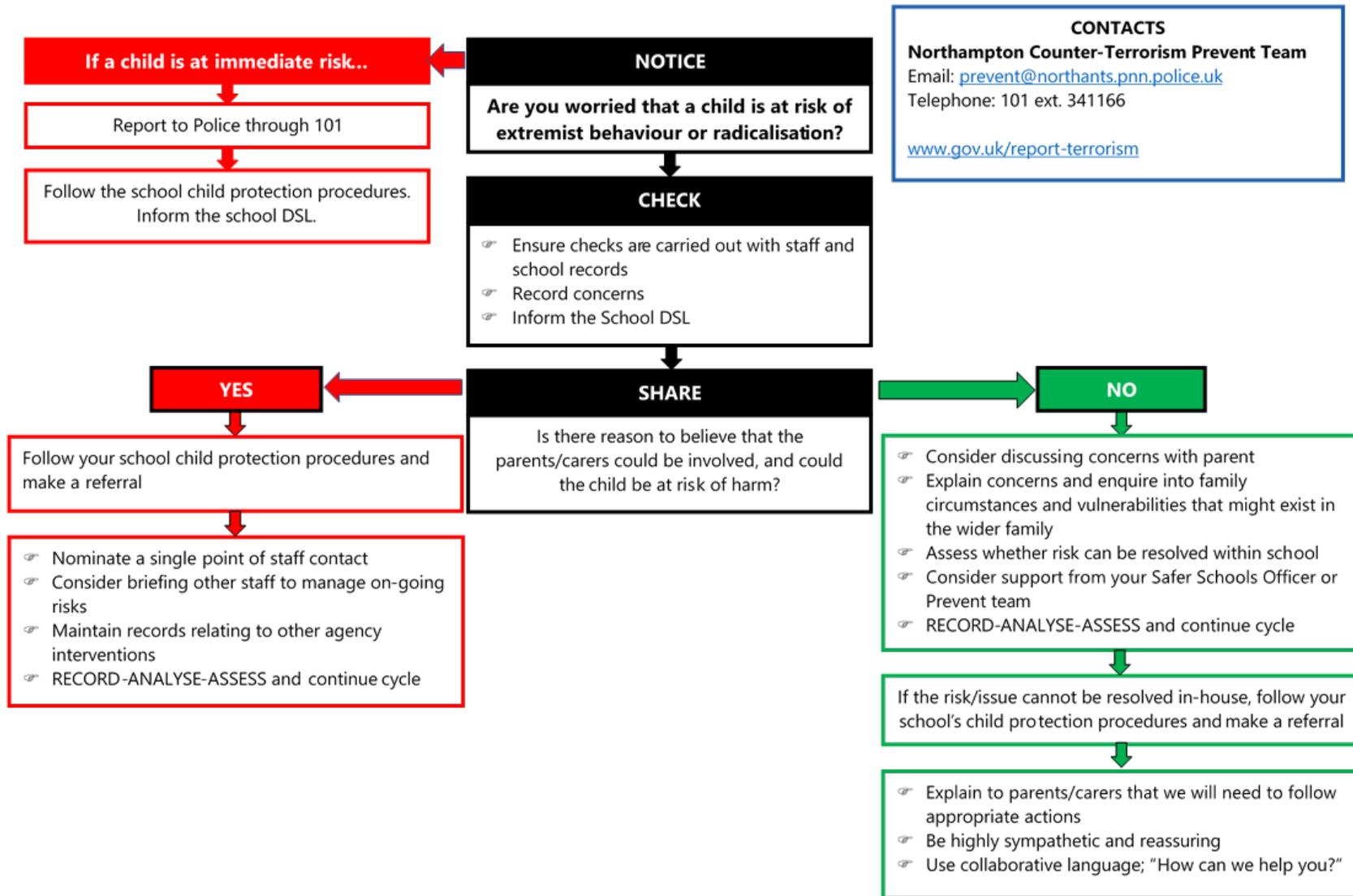
### **More Critical Risk Factors Could Include**

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and / or behaviour If you have any concerns discuss them with your DSL and local Prevent Officer.

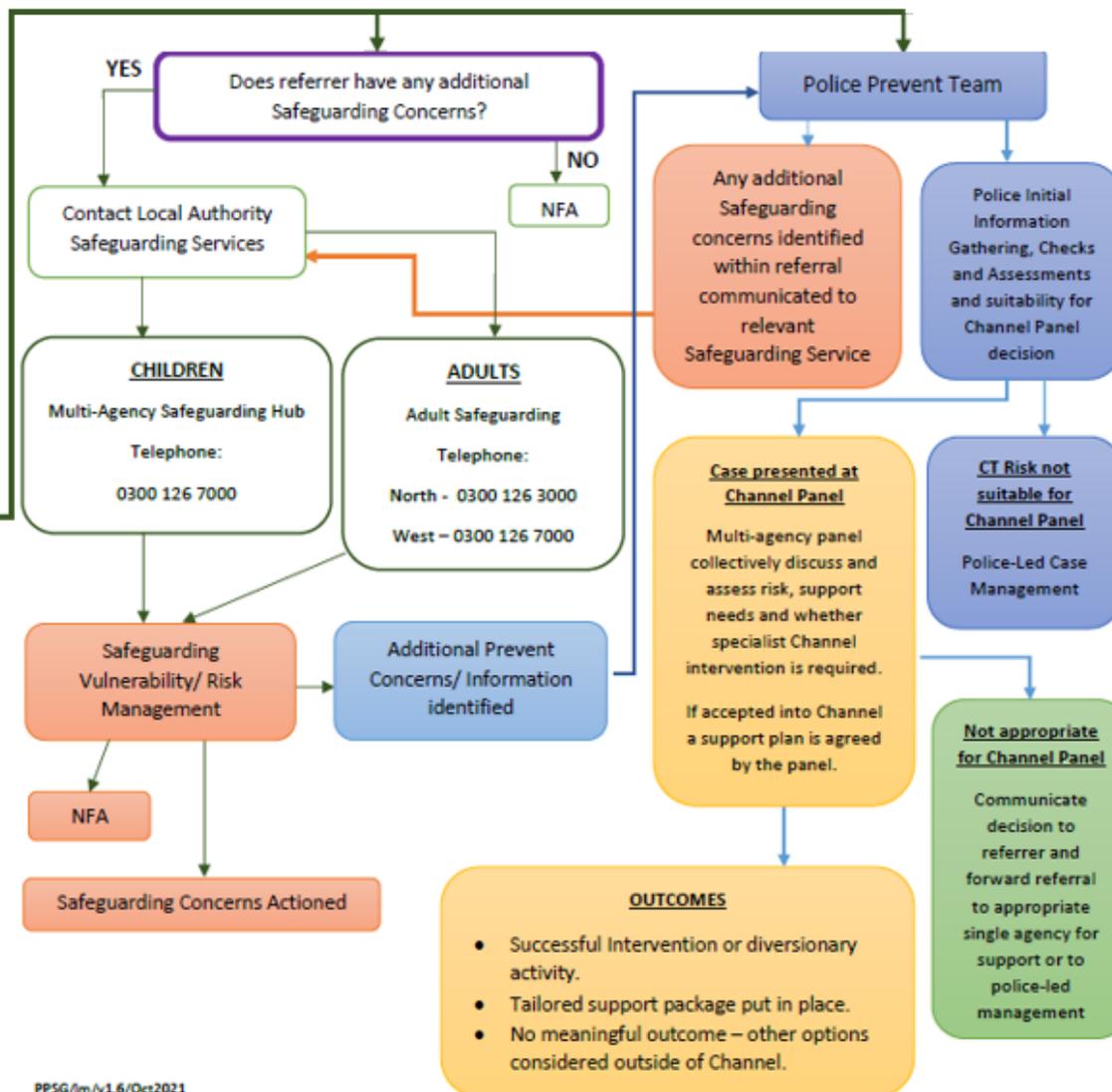
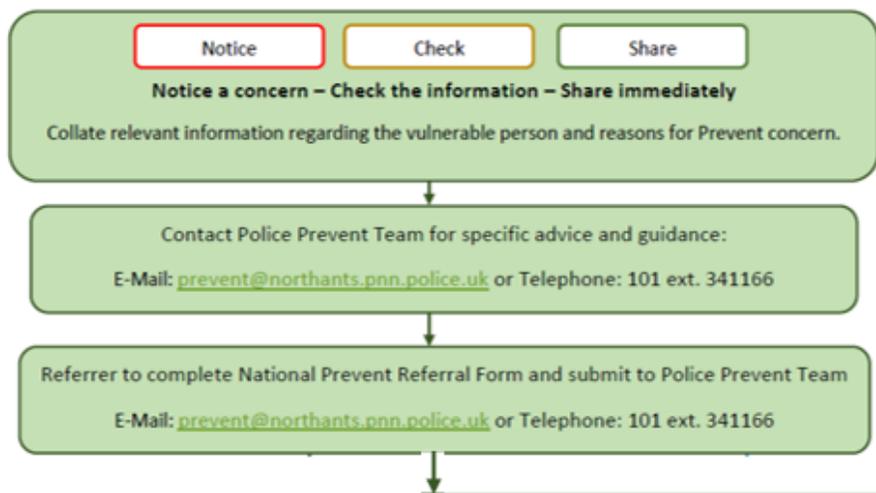
### **Travel**

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

### Appendix 3 - Prevent Concern Flow Diagram for a Vulnerable Pupil (Northamptonshire)



## Northamptonshire Prevent Referral Pathway



PPSG/im/v1.6/Oct2021

## Appendix 4 - Creating a Risk Assessment

A risk assessment is:

- A systematic method of identifying, analysing actual and potential risks
- Considering what could go wrong and its impact
- Deciding on suitable control measures (an action plan). An action plan will identify and manage the control measures put in place to mitigate the identified risks.

Five stage Risk Assessment process:

- Determine who may be at risk
- Assess the risk and agree mitigation
- Record findings
- Review
- Identify risks.

### Creating a Risk Assessment

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

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

You should base a risk assessment on:

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

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

## Appendix 5 – School’s Responsibilities Checklist

<b>Risk Assessment</b> <b>The Duty says: “Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology”</b>	
Does the school: <ul style="list-style-type: none"> <li>• Carry out Prevent risk assessment?</li> <li>• Have robust safeguarding policies?</li> <li>• Consider referrals to Children’s Social Care or Channel?</li> </ul>	
<b>Working in Partnership</b> <b>The Duty says: “governing bodies should ensure that safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (LSCB)”</b>	
<ul style="list-style-type: none"> <li>• Does the Partnership inform risk and understanding of good practice?</li> <li>• Are there links to local Prevent partnerships, forums and networks?</li> <li>• Does the school work with the DfE, LA, Police, Safeguarding networks?</li> </ul>	
<b>Staff Training</b> <b>The Duty says: “training gives the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism....know where/how to refer children for further help”</b>	
<ul style="list-style-type: none"> <li>• Does staff training provide the above and does it provide an awareness of local risk / context?</li> <li>• Is there an understanding of how/when to make a Prevent / safeguarding referral?</li> <li>• Is there an understanding of how to challenge extremist ideas and narratives and are they challenged?</li> </ul>	
<b>IT Policies</b> <b>The Duty says: “expected to ensure children are safe from terrorist and extremist material when accessing the internet in school”</b>	
Does the school have: <ul style="list-style-type: none"> <li>• Robust oversight of access to unlawful, extremist material</li> <li>• Effective monitoring systems to inform safeguarding oversight</li> <li>• Online safety understanding and does it help to provide resilience for pupils?</li> </ul>	
<b>Other areas which may be included are:</b>	
Leadership: <ul style="list-style-type: none"> <li>• Who has responsibility for Prevent?</li> <li>• Who is governor lead?</li> <li>• Who has ownership of the risk assessment and action plan?</li> </ul>	

Speakers & Events	
<ul style="list-style-type: none"> <li>• Is school security robust?</li> <li>• Is there a policy to manage external visitors (outside of agency teaching staff)</li> <li>• What supervision is there when they are on site? – link to visitors’ policy?</li> <li>• How is the sharing of materials, ideas with pupils checked / monitored?</li> </ul>	
School Security	
<ul style="list-style-type: none"> <li>• Is on site security in place and effective? – ID lanyards, Visitor procedures</li> <li>• Is there s critical incident plan in place? – “lockdown”</li> <li>• Is there external messaging?</li> </ul>	
Ofsted	
<p>Would school be able to demonstrate the following:</p> <ul style="list-style-type: none"> <li>• <b>Risk assessments</b> - “schools should ‘demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body and assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology...This doesn’t have to be a written risk assessment. We would ask leaders about their awareness of risk and what they do about it”</li> <li>• <b>Local risks</b> - “we expect schools to be aware of these (e.g. through their work with the local authority or the local prevent coordinator)”</li> <li>• <b>Staff training</b> - “We look at Prevent as part of the wider inspection of safeguarding, e.g. we might ask about training as part of a wider discussion on safeguarding”</li> </ul>	

## Appendix 6 - Staff Self-Assessment

Do staff:

- Understand the Prevent strategy aims?
- Feel confident to discuss how vulnerability can occur?
- Understand how this can reveal itself in certain behaviours?
- Know how to seek advice and make referrals?
- Need training in extremism issues?
- Understand the term British values, and the school values?
- Understand how these values are promoted to the pupils and as part of a whole school approach?
- Understand how these values are promoted within subject areas beyond the curriculum?

## Appendix 7 - Approaches that School can take to Promote British Values

The School Inspection Handbook 2022 (paragraphs 299-303) will evaluate the school's provision for the pupils' development of spiritual, moral and cultural development as follows:

The **spiritual** development of pupils includes developing their:

- Ability to be reflective about their own beliefs and perspective on life
- Knowledge of, and respect for, others' faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

The **moral** development of pupils includes developing their:

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

The **social** development of pupils includes developing their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance of, and engagement with, the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The **cultural** development of pupils includes developing their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand
- Accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **How can Curriculum Subject Leaders Demonstrate this in Lessons?**

Many schools deliver SMSC directly through pastoral lessons and subjects such as PHSE, RE, and Citizenship. The wider curriculum provides many more opportunities for promoting British values. Identify other opportunities across subjects by reviewing schemes of work, and opportunities beyond the curriculum where these values can be demonstrated.

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

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

### **Other examples where schools can promote British values include:**

- Include age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- Demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- Holding regular assemblies to address extremism, online safety, radicalisation and how British values are relevant to all pupils.
- The school mission statement and behaviour policy revolve around 'moral and social responsibility' with humanity and respect as core values – this is reinforced regularly through collective worship.
- Organising drop-in sessions run by pupil peer mentors in a safe space where pupils can ask questions and discuss issues or concerns such as online safety, bullying or discrimination.

- Empowering pupils to develop a strong sense of identity and become positive role models through social action, volunteering, delivering assemblies, cyber-mentoring, community and fundraising projects for charities.
- Talking to parents and carers about the risks of possible radicalisation.
- Arranging visits from authorities such as the police and youth justice organisations where they can reinforce the importance of the rule of law.

## Teaching Resources

### Educate Against Hate

The Government has launched a website designed to equip education leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. [www.educateagainsthate.com](http://www.educateagainsthate.com)

### The Deliberative Classroom: Leading knowledge-based discussions and debate

Written and developed by the Association for Citizenship Teaching (ACT), Middlesex University and the English Speaking Union (ESU), The Deliberative Classroom is a project funded by the DfE to support teachers to lead knowledge-based discussions and debates with students on topical issues relating to fundamental British Values, Citizenship and Equality.

### Counter Extremism Narratives and Conversations

LGfL has worked with leading extremism experts specialising in ISIS and the far right to provide information, insights and advice to help schools navigate this difficult area. [Counter-Extremism \(lgfl.org.uk\)](http://Counter-Extremism(lgfl.org.uk))

### The Respect Programme

An online resource providing ready-made lesson plans on issues including citizenship, prejudices, extremism, staying safe online, and Britishness. Lesson plans are freely available for Key Stages 2, 3 and 4. [Lesson plans – The Respect Programme](#)

### ACT for YOUTH: RUN, HIDE, TELL

ACT for Youth is a freely-available collaborative resource from CTP (Counter Terrorism Policing), the PSHE Association and Girl Guiding designed to teach young people how to react if caught up in a gun or knife terror attack. Resources include an animated film which can be delivered as part of a comprehensive practitioner pack with guidance notes. The resources are focussed around the 'RUN, HIDE, TELL' theme, extended to include 'TREAT' with guidance notes, lesson plans and PowerPoint resources from St John Ambulance on administering First Aid. [ACT for Youth \(npcc.police.uk\)](http://ACTforYouth(npcc.police.uk))

### Going Too Far

A practical resource for teachers to empower young people to:

- Recognise examples of extremist behaviour and content online
- Understand actions which could be identified as criminal activity
- Explore techniques used for persuasion and build resilience through critical thinking
- Access support from trusted individuals and organisations [www.goingtoofar.lgfl.org.uk](http://www.goingtoofar.lgfl.org.uk)

## Appendix 8 - How to Promote Online Safety

- Carry out a needs analysis to identify issues and concerns.
- Ensure that hardware and software systems used in the school are accredited. These require providers to block illegal content and at least 90% of inappropriate content.
- Ensure pupils, staff and governors are clear on the Acceptable Use policy, monitoring practices and the sanctions.
- Ensure that staff, pupils and parents are aware of the issues regarding risk and responsible use and are discerning and discriminating consumers of on-line information.
- Establish clear reporting and referral routes, monitor and log concerns (on MyConcern) to spot trends.
- Ensure ALL staff attend online safety training, including support staff. Incorporate into INSET and new staff induction, update staff regularly at briefings.
- Empower your pupils through age appropriate and cross-curricular initiatives around online safety to promote good behaviour online; across PSHE, computing, collective worship, circle time discussions, Safer Internet Day and Anti-bullying Week.
- Raise parent and carers awareness to share developments, reinforce good practice at home and signpost for support.
- Ensure internet filtering systems prevent or block users' access to unsuitable material. Many filtering systems will also provide facilities to filter incoming and outgoing emails.
- Remember that filtering is an effective tool, but remember that no filtering software is fool proof and should be combined with the full range of internet safety measures such as acceptable use policies, monitoring pupil/staff activity, and education and awareness.

Report normal hacking to local police, and Counter Terrorism related to local police and internet referral unit [Report online material promoting terrorism or extremism - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

### Resources

- The **DfE Educate against Hate** has useful resources [UK Safer Internet Centre - Educate Against Hate](http://www.gov.uk)
- A comprehensive database of online safety resources for school staff and parents: [Schools & the Children's Workforce - Lancashire Safeguarding Children Board](http://www.gov.uk)
- **Trust Me: Childnet** a resource to support teachers in exploring critical thinking online and how to start conversations around extremism, it has primary and secondary lesson plan and activity packs to challenge young people to think critically about what they see online. [Trust Me | Childnet](http://www.gov.uk)
- **CEOP Thinkuknow**: The CEOP Thinkuknow website has lots of resources for all ages, including cyber-bullying, relationships, sex and the internet [CEOP Education \(thinkuknow.co.uk\)](http://www.gov.uk)
- **The UK Safer Internet Centre** has advice and resources for parents, carers, teachers and other professionals on how to help keep children and young people safe online. [Guide and Resources Archive - UK Safer Internet Centre](http://www.gov.uk)
- **360 degree safe** is a free online safety self-review tool used by over 7,000 UK schools. [Online Safety Self-Review Tool for Schools | 360safe](http://www.gov.uk)
- [Simon.Aston@westnorthants.gov.uk](mailto:Simon.Aston@westnorthants.gov.uk) Online Safety and Wellbeing Officer, Northamptonshire Safeguarding in Education Team.

## Appendix 9 - Communication

Below are some ideas and activities to help.

- Run an INSET session/train your staff around Prevent, Awareness of British values
- Raise awareness of British values and ask staff to identify opportunities where they can promote these. This can be used by Senior Leadership Team or Prevent leads to evidence cross curricular delivery, shared with Ofsted, and included in your school delivery plan
- Reinforce key messages and update staff on developments: Regular updates can be shared at staff briefings, CPD sessions and electronically via email or staff message boards
- Ensure staff are all aware of the referral route and key contacts
- Access opportunities for your pupils within school e.g. collective worship, circle time, within curriculum areas e.g. citizenship, RE.

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

## Appendix 10 - Prevent Lead Checklist

<b>Plan and Prepare your Policy</b>	<ul style="list-style-type: none"> <li>• Have you carried out a risk assessment?</li> <li>• Have you carried out a staff self-assessment and DfE Prevent Duty self-assessment to identify aims?</li> <li>• Have you prepared an action plan based on the above?</li> <li>• Are all relevant policies updated and are they reflected in your practice?</li> <li>• Have you considered training needs for ALL staff?</li> <li>• How often will you update staff on Prevent developments?</li> <li>• Are staff, pupils and parents clear about how/where to report Prevent concerns and</li> <li>• Is this referral process widely promoted and understood?</li> </ul>	
<b>Promote British Values</b>	<ul style="list-style-type: none"> <li>• Have you mapped opportunities across and beyond the curriculum?</li> <li>• How will you address any gaps identified?</li> <li>• Are staff/ pupils/parents/ carers/governors familiar with these values and how are they demonstrated?</li> </ul>	
<b>Promote Online Safety</b>	<ul style="list-style-type: none"> <li>• Have you shared and explained the updated acceptable user policy?</li> <li>• How will you raise awareness of online risk and promote safe practice across and beyond the curriculum?</li> <li>• Are all staff, pupils and parents/carers clear about how/where to report concerns and use the referral process?</li> </ul>	

<b>Communication</b>	<ul style="list-style-type: none"> <li>• Have you planned a staff INSET, including Prevent as part of new staff induction; and as an on-going item in staff briefing?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Have you considered which topics will be covered in collective worship and across circle time?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Have you arranged a parent/carer safeguarding session to raise awareness of safeguarding issues – including Prevent?</li> </ul>	
<b>Review, Monitor and Evaluate</b>	<ul style="list-style-type: none"> <li>• Are you sharing developments regularly?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Have you carried out a survey to assess the impact of your strategy/approach?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Are you referring to your risk assessment model to keep you on track?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Have you considered access to higher level training for staff if required?</li> </ul>	

## Appendix 11 - Useful Links and Contacts

### Advice And Reporting Concerns

- **Northampton Counter-Terrorism Police Prevent Team** [prevent@northants.pnn.police.uk](mailto:prevent@northants.pnn.police.uk) / Telephone: 101 ext. 341166
- [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- **Home Office Prevent:** <https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised>
- **Act Early:** <https://actearly.uk>

### Teaching Resources

- [ACT for Youth \(npcc.police.uk\)](http://npcc.police.uk)
- [CEOP Education \(thinkuknow.co.uk\)](http://thinkuknow.co.uk)
- [Counter-Extremism \(lgfl.org.uk\)](http://lgfl.org.uk)
- [Educate Against Hate](#)
- [Education for a Connected World - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Going Too Far – www.goingtoofar.lgfl.org.uk](http://www.goingtoofar.lgfl.org.uk)
- [Guide and Resources Archive - UK Safer Internet Centre](#)
- [Lesson plans – The Respect Programme](#)
- [Online Safety Self-Review Tool for Schools | 360safe](#)
- [PSHE Association](#)
- [The Deliberative Classroom Project](#)
- [Trust Me | Childnet](#)

### DfE Publications & Guidance

- [Prevent Case Studies 2022](#)
- [Citizenship programmes of study for key stages 1 and 2](#)
- [Citizenship programmes of study: key stages 3 and 4](#)
- [Counter-terrorism \(CONTEST\) strategy 2018](#)
- [Home Office Prevent Training](#)
- [How Social Media Is Used To Encourage Travel To Syria And Iraq Briefing Note For Schools 2015](#)
- [Keeping Children Safe in Education 2022](#)
- [Managing risk of radicalisation in your education setting 2022](#)
- [Promoting fundamental British values as part of SMSC in schools 2014](#)
- [The Prevent duty: an introduction for those with safeguarding responsibilities 2022](#)
- [Proscribed terrorist groups or organisations](#)
- [Understanding and identifying radicalisation risk in your education setting 2022](#)
- [Working Together to Safeguard Children 2018](#)
- [Workshop to Raise Awareness of Prevent \(WRAP\)](#)