



Prevent Education Officer

Kent and Medway

Newsletter March 2020

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I hope this Newsletter finds you all well. It has certainly been a busy start to the year for me. It is great to have engagement with so many of you on issues of Prevent. I hope you have found the advice and support offered useful to you. Please share this newsletter with other senior leaders, safeguarding and subject leaders such as PSHE, RE & Citizenship. If you have any questions or need advice, please do not hesitate to contact me direct via email or phone.

I thought I would start this newsletter reflecting on some of the most reoccurring questions that schools seek Prevent advice on. Hopefully this will assist you in your settings:

### [Frequently asked questions](#)

#### *1. How often should my staff complete the online prevent elearning training?*

Essentially there is no set time limit in which to repeat this training. Having spoken to the DFE on this question the advice is that it is up to each individual setting to assess how often their staff need training so they can confidently fulfil the following:

#### **Revised Prevent duty 2019**

18. Frontline staff who engage with the public should **understand what radicalisation means and why people may be vulnerable** to being drawn into terrorism as a consequence of it. They need to be aware of what we mean by the term “extremism” and the relationship between extremism and terrorism (see section B, above).

19. Staff need to know **what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it.** They need to understand how to obtain support for people who may be being exploited by radicalising influences.

This will depend on a local understanding of risks, confidence of staff, vulnerability of students. As a guide I would recommend the elearning should be repeated every 12 to 18 months depending upon staff turnover. You should also ensure that ALL staff complete the training and not just DSL's

The link to the training is here:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Keeping Children Safe in Education states that staff should receive regular updates at least annually on appropriate safeguarding/child protection. This might not be training but could be through e-bulletin / staff meeting etc. Designated Safeguarding leads and Headteachers may benefit from a more in-depth knowledge of how to make referrals and the Channel process. Please see the links below for Home Office training on these subjects

[https://www.elearning.prevent.homeoffice.gov.uk/channel\\_awareness/01-welcome.html?subtitles=0](https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html?subtitles=0)

[https://www.elearning.prevent.homeoffice.gov.uk/prevent\\_referrals/01-welcome.html](https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html)

If you would like me to deliver a specific tailored training session to your staff or students, or just want an informal chat about your provision, please drop me an email to [sally.green2@kent.gov.uk](mailto:sally.green2@kent.gov.uk)

*2. We have several people that work in our school that are employed by other organisations or are working as self-employed. Are we responsible for these staff completing Prevent training, or are we only responsible for staff employed directly by the school?*

The setting has the responsibility to ensure all staff, **whether they work at the school or employed by another organisation, have the appropriate safeguarding training.** Training delivered by the school is not necessarily required but schools generally find this the easiest way to ensure staff can identify children at risk etc.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)



### Domestic Abuse and Extremism.

I recently attended a very good presentation from colleagues who have carried out some research into the links between Domestic Abuse and Extremism. I thought it would be helpful to share some of the points with you on how this may present in the young people you work with.

**Push Factors:** A child living in a domestic abuse household may seek relief from the issues they face at home. They may seek attention, understanding and friendship from groups and individuals who can offer them a “way out” from the pressures at home. This may be face to face or online. It is important to understand that the sense of belonging offered by these groups can be very appealing to a child in a domestic abusive household.

**Desensitised to Violence:** A young person living in a violent household may have become desensitised to violence and offensive language. The normalisation of violence in their everyday lives may make them vulnerable to exploitation by extremist groups who use violence for their cause.

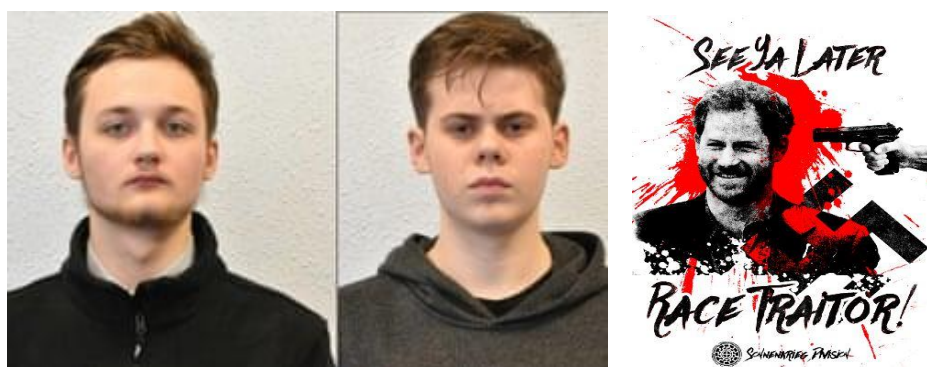
### **Hypervigilance:**

Hypervigilance is an increased state of vigilance and awareness that may be caused by [fear](#) and [anxiety](#). In children and young people living with domestic violence this may be prevalent as the child seeks to keep themselves safe from their situation. This may present as behavioural issues in school. Students may become obsessive at avoiding perceived threats. This may easily be misdiagnosed as a “fixation” or undiagnosed condition such as ADHD. It is important to consider DA should this increased state of alertness present itself.

## Media Updates

### **Government takes action to proscribe right-wing terrorist groups**

Orders have been laid in Parliament to make membership of 2 right-wing terrorist groups illegal in the UK. The Home Secretary has laid orders in Parliament to make membership of 2 right-wing terrorist groups illegal in the UK. The orders will proscribe Sonnenkrieg Division (SKD) and will recognise System Resistance Network as an alias of the already proscribed group National Action. Proscription renders membership of a group illegal in the UK. Anyone found to be a member of or offering support to the groups could now face up to ten years behind bars. Two teenage members of SKD, Michal Szewczuk, 19, from Leeds, and Oskar Dunn-Koczorowski, 18, from west London, were jailed for terrorism offences in June last year. The pair encouraged an attack on Prince Harry, who they referred to as a race traitor for marrying Meghan Markle, a woman of mixed race, glorified the Norwegian mass murderer Anders Breivik, and said white women who date non-white men should be hanged.



Sonnenkrieg Division members Michal Szewczuk (left) and Oskar Dunn-Koczorowski were jailed for encouraging an attack on Prince Harry, who they called a race traitor.

## **National Prevent Referral form**

There is now a National Prevent Referral form to be used for all new referrals from 2020. You can find the form here <https://www.kent.gov.uk/about-the-council/strategies-and-policies/community-safety-and-crime-policies/contest/prevent>

Once completed the form should be emailed directly to [prevent.referrals@kent.pnn.police.uk](mailto:prevent.referrals@kent.pnn.police.uk)

Please ensure you include all known information and provide as much detail as possible about the person you are referring.

## **Engagement in the Channel Process**

Once a referral has been submitted you may be contacted by the KCC Prevent Coordinator. It is essential that the DSL or Headteacher engages with the process and responds to the information gathering requests that are sent out. This is to ensure that vital information is established to enable the referral to potentially be discussed at the Channel Panel. If your attendance is requested at the Panel, it is imperative that you attend. This is a partnership process, and as the referrer your input is key to Panel understanding the risks and vulnerabilities an individual may pose to themselves or others.

You can find out more about the Channel Process by completing the Home Office online Channel training. It will take approx. 45mins and help you understand what happens at Channel. I would recommend all SLT and DSL's access this training:

[https://www.elearning.prevent.homeoffice.gov.uk/channel\\_awareness/01-welcome.html](https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html)

## [Generation Global](#)

I recently met with Generation Global who have devised a global education programme for schools to instil critical thinking and dialogue skills in students. This is **free for schools** to sign up to and I have included some information below:

*Generation Global is a pioneering global education programme for 12- to 17-year-olds, providing them with the skills and experience they need to navigate difference in a peaceful way. By providing global learning and dialogue opportunities, the programme helps young people to be resolute in the face of narratives that may feed the development of divisive and extremist ideologies. The programme provides opportunities for students to put critical thinking skills into practice through facilitated dialogue. Students learn about one another and explore the roots of openness and diversity in their own cultural and religious traditions.*

*Generation Global reflects the needs of different school systems around the world, including in some of the world's most challenging regions. We work through existing systems to develop the skills of teachers and instil critical thinking and dialogue skills in students, so that they are more open-minded and able to recognise and resist extremist narratives. We develop teacher training, flexible classroom resources and online opportunities for dialogue for students, to enable them to connect with their global peers and break down religious and cultural prejudices, reducing the risk of conflict and the development of extremist narratives.*

### **Generation Global has three core activities:**

- *Students work through the Essentials of Dialogue resources and other curriculum materials and then put the knowledge, skills and competencies they have developed into practice through dialogue with their peers across the world, using either online tools or facilitated videoconferences.*
- *Our facilitated videoconferences enable students across the world to speak to each other, including in conflict zones. Trained facilitators manage the interaction, providing support and appropriate challenge, and encouraging the use and development of the four key skills of dialogue: insight, explaining, questioning and reflecting. We provide technical support and connect schools through an online booking service.*
- *Our moderated online community allows students to engage in digital dialogue. This unique platform enables young people to connect safely with peers around the world, while providing teachers with tools to effectively support students' development. We encourage students to comment on each other's work, referring to the four key skills of dialogue.*

If you would like to know more about this programme you can find more information at <https://institute.global/advisory/generation-global>

## [Centre for Child Protection resources offer to Kent and Medway Schools](#)

The Centre for Child Protection at the University of Kent has recently reinstated its offer to Kent and Medway schools for discounted training in their Zak and Lottie simulations. Zak and Young Zak the Gamer explore the topics of radicalisation and extremism and Lottie looks at grooming for sexual exploitation. The simulations are **discounted for Kent & Medway schools** for a limited period to £75 per simulation or £120 for both.

Please see the information below and get in touch directly with the Centre for Child Protection if you wish to attend the training.

We are pleased to announce our reinstatement of the popular Kent & Medway Schools Offer for Zak and Lottie (CPD Accredited) training. Tickets to attend either Zak or Lottie are £75 or both sessions can be booked for a further discounted cost of £120. Information on the content can be found below and on our [Zak page](#) and our [Lottie page](#) on our website. Email [ccp@kent.ac.uk](mailto:ccp@kent.ac.uk) in you prefer to pay by invoice and let us have a purchase order (please note there is a £10 fee for this). Dates for training can be found [on our Eventbrite page](#) where courses are listed and you can book your place by selecting the Kent & Medway Schools Ticket(s).

You can view our leaflets via the following links: [Lottie](#) and [Zak](#) and [Gamer Zak](#).

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**'Lottie' - How to spot the signs of Child Sexual Exploitation (CSE) with social-media style simulation and licence for 12 months**

Lottie is a modern interactive simulation addressing the serious issues of online grooming and exploitation for professionals working with young people. Lottie features the 'boyfriend' style groomer, and tackles the complexities of this seemingly normal online relationship, providing unprecedented insight into perspectives of both groomer and victim of CSE. The course includes:

- Definitions and prevalence of CSE in UK
- Messages from research, reports & serious case reviews
- Being groomed and the groomer
- 'Looking out for Lottie' features
- Cyberbullying.



**'Zak' and 'Young Zak the Gamer' - Spot the signs of radicalisation with social-media style simulation and licence for 12 months**

After attending this half-day session you will

- comply with the mandatory Prevent Duty to prevent people from being drawn into terrorism
  - meet the new Ofsted requirements on radicalisation awareness
  - be able to identify children at risk of being drawn into terrorism
  - have confidence and knowledge to challenge extremist ideas
  - know how to refer children and young people for further help.
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## TESTIMONIALS

### **Zak:**

*'We had Ofsted in ...last week. Zak was observed in a 6<sup>th</sup> form lesson and Ofsted gave feedback that they thought the lesson content was excellent.'* (Kent school teacher 10/3/2014)

*'very emotive training – great for in my role and training staff'* (Children's Services Manager, September 2015)

*'An excellent course with fantastic resources'* (Kent school Chaplain, October 2015)

*After 20 years running care companies I have never received such a response from any training, nor one which has created such a profound effect and in-depth training."* Director of a chain of Children's Residential Homes in Kent

### **Lottie:**

*'I think the simulation is very effective in highlighting an issue not often discussed, particularly in schools as well as being relevant to a range of social networking sites such as Twitter, Snapchat, Tumblr and Google+.'* (Undergraduate Student, March 2014)

*'It is really good that it is illustrated through a social media page. I think the discussion points are fantastic.'* (Kent school teacher, March 2014)

There are now some new resources for Primary and Secondary schools based upon the Hollyoaks storyline examining right wing extremism. You may find these useful in your settings.

Primary:

[https://gallery.mailchimp.com/69a52486c19d823dec298c1c8/files/71a8eb8a-ab46-45a9-8254-9cdb360336cc/141119\\_Extremism\\_Stories\\_KS2\\_Final\\_GE\\_.01.pptx](https://gallery.mailchimp.com/69a52486c19d823dec298c1c8/files/71a8eb8a-ab46-45a9-8254-9cdb360336cc/141119_Extremism_Stories_KS2_Final_GE_.01.pptx)

[https://gallery.mailchimp.com/69a52486c19d823dec298c1c8/files/0eda7dfe-20b5-49e9-bb50-7084cf37acfb/141119\\_KS2\\_LP\\_Extremism.pdf](https://gallery.mailchimp.com/69a52486c19d823dec298c1c8/files/0eda7dfe-20b5-49e9-bb50-7084cf37acfb/141119_KS2_LP_Extremism.pdf)

Secondary:

<https://gallery.mailchimp.com/69a52486c19d823dec298c1c8%2ffiles%2f4cc8646f-de7b-45f8-bf2f-3186d5b98161%2f141119%5f45%5fSharing%5fStories%5fSecondary%2epptx>

[https://gallery.mailchimp.com/69a52486c19d823dec298c1c8/files/cad71c63-8e61-4dc5-b3ad-ab07cb6b9cdb/141119\\_45\\_Sharing\\_Stories\\_lesson\\_plan\\_secondary.pdf](https://gallery.mailchimp.com/69a52486c19d823dec298c1c8/files/cad71c63-8e61-4dc5-b3ad-ab07cb6b9cdb/141119_45_Sharing_Stories_lesson_plan_secondary.pdf)

## Possible Signs of Radicalisation & Extremism

It can be difficult to identify when a young person may be being drawn into extremism. We know that Radicalisation is a process, but that may look very different for everyone. Below is an idea of signs that you may notice. This is not an exhaustive list and not all factors may be present. Remember that PREVENT is concerned with Safeguarding. As with all safeguarding concerns sometimes it is the professional instinct that something is not right that is the best guide.

### Factors may include:

1. Talking positively about/spending time with people or groups who promote hate and violence.
2. Isolating themselves from family and friends.
3. Secretive about where they go and/or what they are doing.
4. Abusive, aggressive views, comments and threats towards certain groups of people (faith, ethnicity etc)
5. Fascination with weapons, chemicals, explosives, extremist or terrorist events
6. Trying to recruit or groom others to an extremist ideology.
7. Talking as if from a scripted speech.
8. Refusing to listen to other views - possibly confrontational.
9. Possession of violent extremist literature or viewing online.

I hope you have found the information in this newsletter helpful. If you have any feedback or suggestions for future Newsletters, please get in touch.

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