Prevent Education Officer

Kent and Medway

Newsletter January 2020

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Happy New year I hope you all had a well-deserved break ahead of the new school term. Welcome to the first Newsletter of 2020. I hope you find the information provided 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 at sally.green2@kent.gov.uk

The start of the school year is the perfect time to check that all your school policies and procedures are up to date. Prevent should be part of your wider Safeguarding policy. It should examine building security, external speakers' and school trips as well as how to report any concerns that may arise. It is important for schools and colleges to have a policy and plan in place to manage and respond to security related incidents.

Your security policy should complement your safeguarding policy, particularly where it puts in place measures to protect students and address the threat of serious violence. It should form part of your suite of policies to ensure the health, safety and well-being of students and staff.

You should have a competent person or persons to lead in health and safety, and security. This may or may not be the same person. The role will sit alongside the designated safeguarding lead.

Staff and, where appropriate, students should take personal responsibility for both their own security and the security of those they work and learn with.

This, along with the effective management and handling of security related matters, should help to ensure that staff and students are able to work and be taught in a safe and secure environment, including the online environment.

Staff and students should be familiar with what is required by your security policy and plan. Senior staff should have an awareness of relevant security networks and be able to evaluate and assess the impact of any new initiatives on your security policy and its day-to-day operation.

A short checklist of considerations for leaders to refer to in the immediate aftermath of a terrorist incident is included in the Schools and Colleges Security Guidance published in November 2019 which can be found here. The Terrorist Incident Response Checklist can be found here.

The end of 2019 saw another terrorist attack on London Bridge. I hope you found the information provided on the Kelsi website helpful at the time in understanding what had happened. It is important that schools provide a safe space for discussion to enable students to raise any concerns they have, particularly in the aftermath of a terrorist incident. More information on how to speak to children and young people following a terrorist incident can be found on partner websites. The NSPCC Learning has updated its website to include information for anyone working or volunteering with children and young people who might have conversations about difficult or upsetting topics. The guidance covers tips on preparing for a conversation and offers general principles that will help when discussing sensitive subjects with children and young people. It includes links to the Childline helpline where children and young people can get confidential advice and support as well as resources on the Childline website. [Link]

Childline: Launch of Calm Zone

Childline has launched Calm Zone - an online hub of calming techniques and resources for young people to help them feel better when they feel anxious, scared or sad. [Link]

Report illegal or harmful content found online

Follow the link [Online Tool](#) for Reporting Terrorist or Extremist Use of the Internet.

You can report illegal or harmful information, pictures or videos you've found on the internet. You can report anonymously.

You can report material such as:

- articles, images, speeches or videos that promote terrorism or encourage violence
- content encouraging people to commit acts of terrorism
- websites made by terrorist or extremist organisations
- videos of terrorist attacks

Please ensure you update me if there are any incidents of terrorist material being shared between students at your school.

New National Prevent Referral form

There is now a new 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

Please ensure you include all known information and provide as much detail as possible about the person you are referring. Should you require any help with the referral form please get in touch. If you would like to discuss a student prior to making a referral, please send me an email.

Staff Training

I have recently received several emails to enquire what Prevent training do staff need and how often staff should it be repeated? Essentially **ALL** school staff should complete the Home Office Elearning Prevent training as a minimum. This should not be exclusive to those in Safeguarding roles as Prevent applies to all staff. It is good practice to have this as compulsory training during new staff induction. The link below is for the Home Office Prevent Training. There is no set time scale to update training however 12 to 18 months should be enough in most cases

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

As a guide the Revised Prevent duty 2019 states:
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**

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.

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/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

Key dates coming up

- **27ᵗʰ January: Holocaust Memorial Day** – [HMD 2020 theme: Stand Together](#) Holocaust Memorial Day 2020 marks 75 years since the liberation of Auschwitz. The Holocaust Memorial trust provide resources and guidelines for teachers to provide support in tackling the subjects of the Holocaust and genocide with students of different ages and abilities, and how to mark HMD in education settings in ways that are sensitive and impactful for students.

- **11ᵗʰ February: Safer Internet Day** – [Theme: Together for a better internet](#)
  Safer Internet Day 2020 is empowering young people to explore identity online and opening discussions about how the internet shapes the way that they think of themselves and others. It focuses on what creates our identity online – such as the things we share with each other, how others perceive us and interact with us. One of the key vulnerabilities exploited by extremists in young people is a sense of Identity. SID gives your school the opportunity to explore how young people's online identity could make them vulnerable to radicalisation.

  For further resources looking at how online identity may be exploited for radicalisation & grooming you may wish to look at The Centre for Child Protection simulation tools *Zak and Behind Closed Doors* https://www.kent.ac.uk/sspssr/ccp/simulationsindex.html
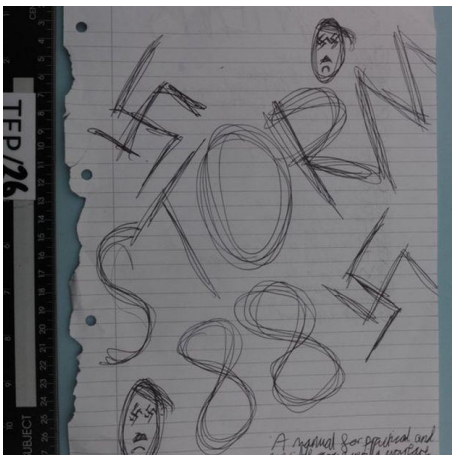
Articles:

The DfE has published guidance for schools in England outlining how they can ensure their pupils understand how to stay safe and behave online as part of curriculum requirements. The guidance sets out relevant law and guidance and provides a framework of core values and key principles to support a proactive approach to supporting children and young people with challenging behaviour, as well as a reduction in the need to use restraint and restrictive intervention:
https://www.gov.uk/government/publications/teaching-online-safety-in-schools

The youngest person to be convicted of planning a terror attack in the UK has been detained for more than six years.

The now 17-year-old wrote about an "inevitable race war" in his diary and listed locations from his home city of Durham in a "guerrilla warfare" manual. A jury had found the boy, who cannot be named for legal reasons, guilty of preparation of terrorist acts between October 2017 and March 2018. Read More about this case in the link below
https://www.bbc.co.uk/news/uk-england-tyne-51022706

Images of the boys "Guerrilla Warfare" manual

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.

Resources:

I have picked out a few links below that may assist you in delivering Prevent in your setting: Useful resources

https://educateagainsthate.com/teachers/

http://www.preventforschools.org/

https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/school-staff-zone/prevent-and-schools/prevent-and-schools-resources-and-lesson-plans

https://www.familiesmatteruk.org/familiesmatter.org.uk/index.html

https://www.kent.ac.uk/sspssr/ccp/game/bcdindex.html

Just for Primary schools:

NewsWise have launched three new PSHE education lesson plans for KS2 students which are linked to the new statutory Health Education and Relationships Education guidance, and cover:

• Managing feelings about the news (lesson 3) — a lesson that explores the emotional impact of news and gives pupils strategies to manage it

• Spotting fake news (lesson 5) — a lesson to help pupils understand the nature of fake news and its potentially harmful impact on individuals • Understanding that news is targeted (lesson 6) — a lesson that helps pupils to understand that online information is ranked, selected and targeted, and supports students to become critical consumers of such information

You can find them here: https://www.theguardian.com/newswise-unit-of-work

Hollyoaks Rasdicalisation Stroyline Resources

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/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

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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