Diocese of Bristol Academies Trust

Preventing Extremism and Radicalisation Policy

Type: **Other**

Level: **1**

Date Adopted: **16th September 2015**

Review Date: **September 2016**

History of most recent Policy changes (must be completed)

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation

Preventing Extremism and Radicalisation

This policy should not be regarded in isolation but in conjunction with other policies and may be incorporated into an existing policy;

- **Safeguarding & Child Protection Policy**

- **Equality Policy**

- **Anti-Bullying Policy**

- **Positive Behaviour Management Policy**

- **E-Safety Policy**

Preamble

1) The Diocese of Bristol Academies Trust (DBAT) seeks for all pupils in its schools to be able to thrive, live life in all its fullness and make a positive difference in the world.

2) DBAT aims to support schools in providing a secure environment for students, where children feel safe, are kept safe and can see for themselves how safety can be threatened and so be given strategies to be able to protect themselves.

3) DBAT recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for children. We also recognise that if we fail to challenge extremist views we are failing to protect the students in our schools.

4) Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Legal Context

5) From the 1st July 2015 all publicly funded schools (Local Authority schools and Academies) and Independent schools are placed under a duty in the exercise of their functions to have:

> *'due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent*

extremism, which can create an atmosphere conducive to terrorism and can popularize views which terrorists exploit"[1]

6) Terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. The Government has defined extremism in the *Prevent* strategy as:

> *"vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces".*[2]

7) This *Prevent* Duty 2015 recognises that extremist threats may come from terrorist organisations in Syria and Iraq and Al Qaida associated groups. It is important to be mindful that this is only one expression of extremism and not become over focused on this to the point of Islamaphobia. There could be a danger of underplaying the dangers associated with right wing groups who also pose a continued threat to our safety and security.

8) The monitoring agency to ensure schools are complying with this duty will be the Ofsted Inspection process.

The Diocese of Bristol Academies Trust recommends the following as good practice in schools:

Starting Point - Risk Assessment

- Demonstrate an awareness and understanding of the risk of radicalisation in the context of your academy.

- Risks will vary greatly from area to area and can change rapidly.

- "but no area, institution or body is risk free"[3]

Ensure Effective Leadership

- establish or use existing mechanisms for understanding the risk of radicalisation

- ensure staff and governors are trained to understand the risk and how to manage it

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[1] Prevent Duty Guidance: for England and Wales 2015 p10.64
[2] Prevent Duty Guidance: for England and Wales 2015 p2.7
[3] Ibid p3

- ensure the Governing body is informed about its role and the parameters of its responsibilities to ensure the safeguarding of pupils from radicalisation and extremism

- monitor the effectiveness of the implementation, and of any changes / initiatives

Working in Partnership

- engage with local community groups

- engage with local prevent authorities , police and local authority, existing multi-agency forums

- share information (subject to the Data protection act 1998 and the Freedom of Information Act 2000[4]), when needed on a case by case basis[5]

- establish clear criteria and protocols for referrals[6]

Ensuring a Broad and Balanced Curriculum

KS1 - 4

- Promote spiritual, moral, cultural mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of life.

- Teach about fundamental British values of Democracy, The rule of law, Individual liberty, Mutual respect, Tolerance of those with different faiths and beliefs,[7] whilst maintaining a balanced presentation of political views. (This may be taught in PSHCE lessons but a strong commitment to good RE will be vital as would be expected in a Church of England School. These values may be reinforced through Collective Worship, School Council, and they may overlap with some of the shared Christian Values lived throughout the school. A clear behaviour policy including restorative justice approaches to conflict resolution is also an important tool for underpinning both the school's Christian Values and British Values.)

EYFS

- British Values will be developed in an age appropriate way, so that pupils know right from wrong, mix and share with other children, value their own views and

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[4] http://www.ombudsman.org.uk/about-us/being-open-and-transparent/freedom-of-information
[5] See detailed guidance Prevent Duty Guidance p4
[6] See **Appendix 3**
[7] See **Appendix 4**

those of others. Know about similarities and differences between themselves and others, and teaching will challenge negative stereotypes.[8]

- Teaching Approaches - should strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. Affirmation should be offered to those pupils who display attitudes and behaviours that are good, open and welcoming of difference. Teaching approaches should help students build resilience to extremism, give students a safe space for dialogue and a positive sense of identity through the development of critical thinking skills.[9]

Safeguarding

- Have robust safeguarding policies in place to identify children at risk and identify appropriate intervention and referral agencies[10]

- It is important that pupils have access to the enrichment that outside speakers and agencies can bring to the curriculum but clear protocols and vetting systems need to be in place including a record of the effect and responses that speakers elicit.

- IT - Ensure children are safe from extremist material when accessing the internet; establish appropriate levels of filtering . "How to keep safe online" and be aware of the possibility of manipulation and "grooming" from radical or extremist groups should be taught .[11]

- Flag Raising - A culture that is open and supportive is important. Robust yet user friendly systems should be in place to allow for staff, Governors, pupils and parents to raise concerns about extremism in the school in confidence.

Key Documents

Prevent Duty Guidance: for England and Wales 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

Report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter

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[8] See **Appendix 5**
[9] See Teaching approaches that help to build resilience to extremism among young people 2011
[10] See **Appendix 6**
[11] See http://www.lgfl.net/esafety/Pages/education.aspx London Grid for Learning has some excellent materials for e-safety including some excellent scenario cards which include examples of radicalisation and extremism

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/340526/HC_576_accessible_-.pdf

A Review of Preventing Violence and Extremism 2012

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396030/preventing-violent-extremism-systematic-review.pdf

Teaching approaches that help to build resilience to extremism among young people 2011

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182675/DFE-RR119.pd

Online Safety - Radicalisation 2014

http://www.saferinternet.org.uk/Content/Childnet/SafterInternetCentre/downloads/Online_Safety_-_LSCB_bulletin_-_Radicalisation.pdf

Promoting Fundamental British values as part of SMSC 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Inspecting Safeguarding in maintained schools and Academies 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416866/Inspecting_safeguarding_in_maintained_schools_and_academies_-_a_briefing_for_section_5_inspectionsClean.pdf

Working Together to Safeguard Children 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children Safe in Education 2015

18686/Keeping_children_safe_in_education.pdf

Appendix 1 - Risk assessment

Preamble and caution

The CONTEST strategy for Countering Terrorism 2011[12] outlined the four Ps

- *Pursue:* to stop terrorist attacks
- *Prevent:* to stop people becoming terrorists or supporting terrorism
- *Protect:* to strengthen our protection against a terrorist attack
- *Prepare:* to mitigate the impact of a terrorist attack

The 2015 duty placed on schools is to *Prevent.* However unless this is done with wisdom and skill we are in danger of the unintended consequence of a 5th P - to *Provoke[13].* Care needs to be taken not to Provoke, label, witch hunt or further marginalise any group and so exacerbate any polarisation, disengagement or ill feeling. This needs to be born in mind when undertaking a risk assessment for radicalisation and extremism.

Some schools have evaluated their risk as being low as they have stated "the Cohort are mainly white" where there has been a strong presence of far right political extremism in that area. Other schools and local authorities have caused objection by appearing to target and "problematize" only Muslim pupils in surveys undertaken and through strategies implemented.

Some possible questions for preliminary confidential consideration:

	Answer	**Evidence**
1. What are the "them and us" factors in your community?		
2. Who are the marginalised and vulnerable in your school community?		
3. Who might feel they are misunderstood and subject to injustice?		
4. Where might the views that are odds with the school's central purpose be found?		
5. Who is choosing not to "belong"?		
6. What other factors might make for tensions within the school community and the wider community you serve ?		

It is also important that the school/academy can outline **risk factors that are beyond the remit of the school'**s direct ability to control or influence: Housing policy, levels of poverty, political and

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[12] https://www.gov.uk/government/publications/counter-terrorism-strategy-contest p6
[13] From a comment made by a lecture given by the Quilliam Foundation July 2014

religious ideology held by key members within the community, home internet access, access to work for parents etc.

Sample Risk Assessment

This is a sample risk assessment form issued to schools by South Yorkshire Police's Prevent team. It may be useful - it may require adaptation.

	Yes / No	**Detail**
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism (Prevent)?		
Does the school have a nominated Prevent Lead?		
Do all staff have a process to voice their concerns?		
Do pupils/students have a process to voice their concerns?		
Are there opportunities for students to learn about radicalisation and extremism?		
Are individual pupils risk assessed?		
Are there documented cases of radicalisation and extremism at the school?		
Is the school particularly prone to radicalisation and extremism?		
Describe the context of your school:		
Risk factor:	High / Medium / Low	

Policy to be reviewed by Governing Body every …

Appendix 2 - Criteria and referral forms

Criteria of extremist behaviour

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for students and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour, religion or culture;
- Attempts to impose extremist views or practices on others;
- Anti-Western or anti-British views.

The school will closely follow any locally agreed procedure as set out by the Local Authority and local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Sample referral form

This is taken from the South Yorkshire Police Prevent team.

- **PART 1**

Pupil name(s), year group and class	Staff logging concern	Date

Nature of concern (please tick)	
Inappropriate content on phone or inappropriate material held by pupil (may be online material)	
Overheard conversation	
Inappropriate graffiti	
Propaganda material	
Gang mentality	

Describe in as much detail as possible your concern and note any behaviours observed: (continue on an extra sheet and attach if necessary)

Once complete please e-mail this for IMMEDIATELY to XXXXXXXXXX (Prevent Lead)

- **PART 2**
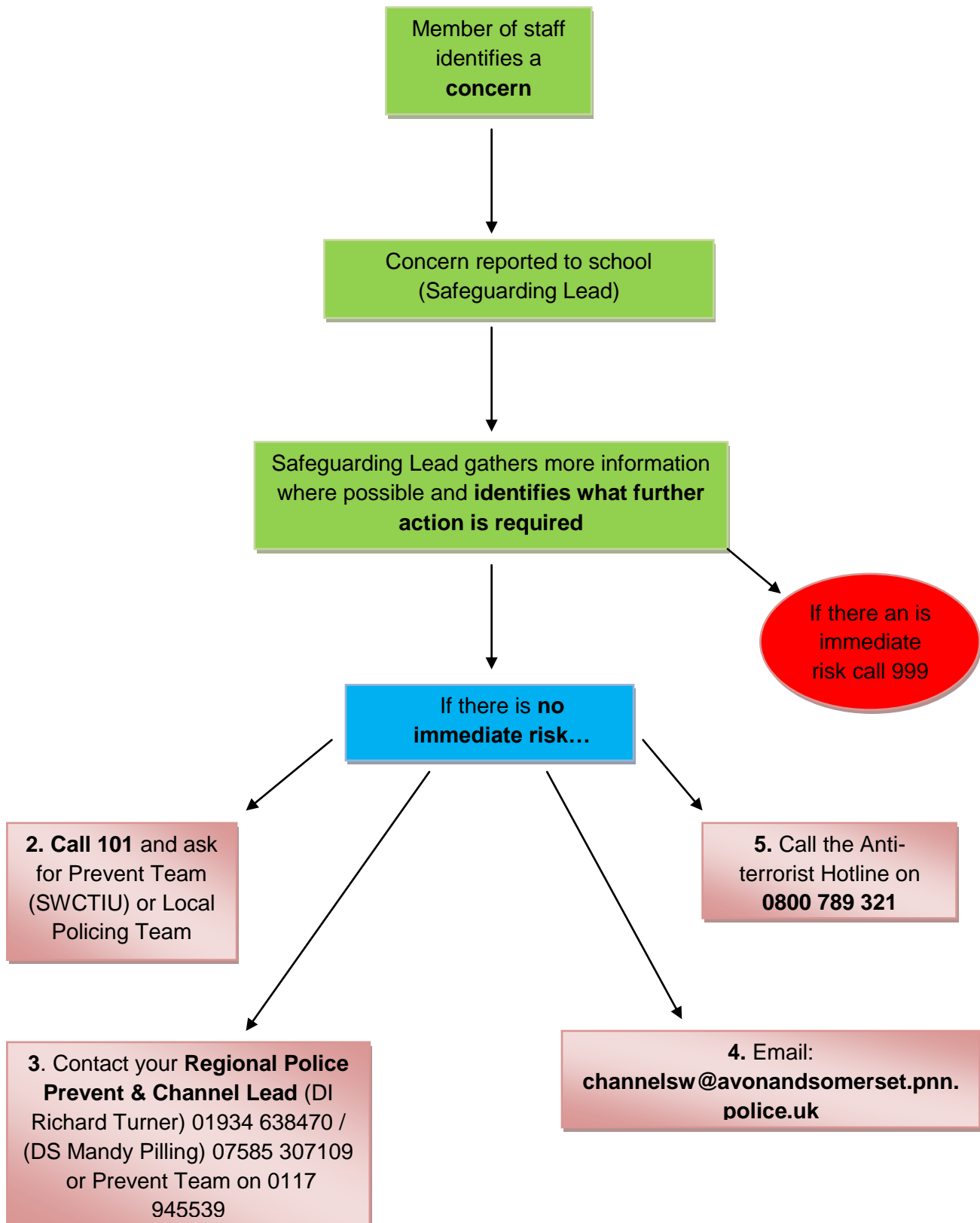
Actions Taken (to be completed by school's Prevent Lead)

Referral to Social Care	Name of contact
Phone call to the police	Name of contact
Discussed with the Headteacher / Chair of Governors / another member of SLT if HT is the Prevent Lead	Date and time
Phone call to parents/guardian after the above have taken place	Date and time
Timeline started and risk assessment undertaken	Date and time

Describe the outcome of the above process and the next steps to safeguard the child

Signed: _____

Date: _____

Prevent/Channel Process map for referring a concern about a vulnerable individual

Member of staff identifies a **concern**

↓

Concern reported to school (Safeguarding Lead)

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Safeguarding Lead gathers more information where possible and **identifies what further action is required**

If there an is immediate risk call 999

If there is **no immediate risk…**

2. Call 101 and ask for Prevent Team (SWCTIU) or Local Policing Team

5. Call the Anti-terrorist Hotline on **0800 789 321**

3. Contact your **Regional Police Prevent & Channel Lead** (DI Richard Turner) 01934 638470 / (DS Mandy Pilling) 07585 307109 or Prevent Team on 0117 945539

4. Email: **channelsw@avonandsomerset.pnn. police.uk**

Appendix 3 - MSC and Fundamental British Values audit

Subject/Whole School Aspect _____

The **spiritual** development of pupils is shown by their:	Opportunities in our school/curriculum	
	Now	Planned
…ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's 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.		

Subject/Whole School Aspect _____

| The **moral** development of pupils is shown by their:	Opportunities in our school/curriculum	
	Now	Planned
…ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, 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 being able to understand and appreciate the viewpoints of others on these issues.		

Subject/Whole School Aspect _____

The **social** development of pupils is shown by their:	Opportunities in our school/curriculum	
	Now	Planned
…use of a range of social skills in different contexts, including working and socialising with pupils 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 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.		

Subject/Whole School Aspect _____

The **cultural** development of pupils is shown by their:	Opportunities in our school/curriculum	
	Now	Planned
…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 within school and further afield as an essential element of their preparation for life in modern Britain		
…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, 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities		

- What are our School Values?

- What are "Fundamental British Values"?

- How do they relate?

- Where do we communicate/ teach them in our school?

- How do we help children/ young people to make sense of them?

School Values
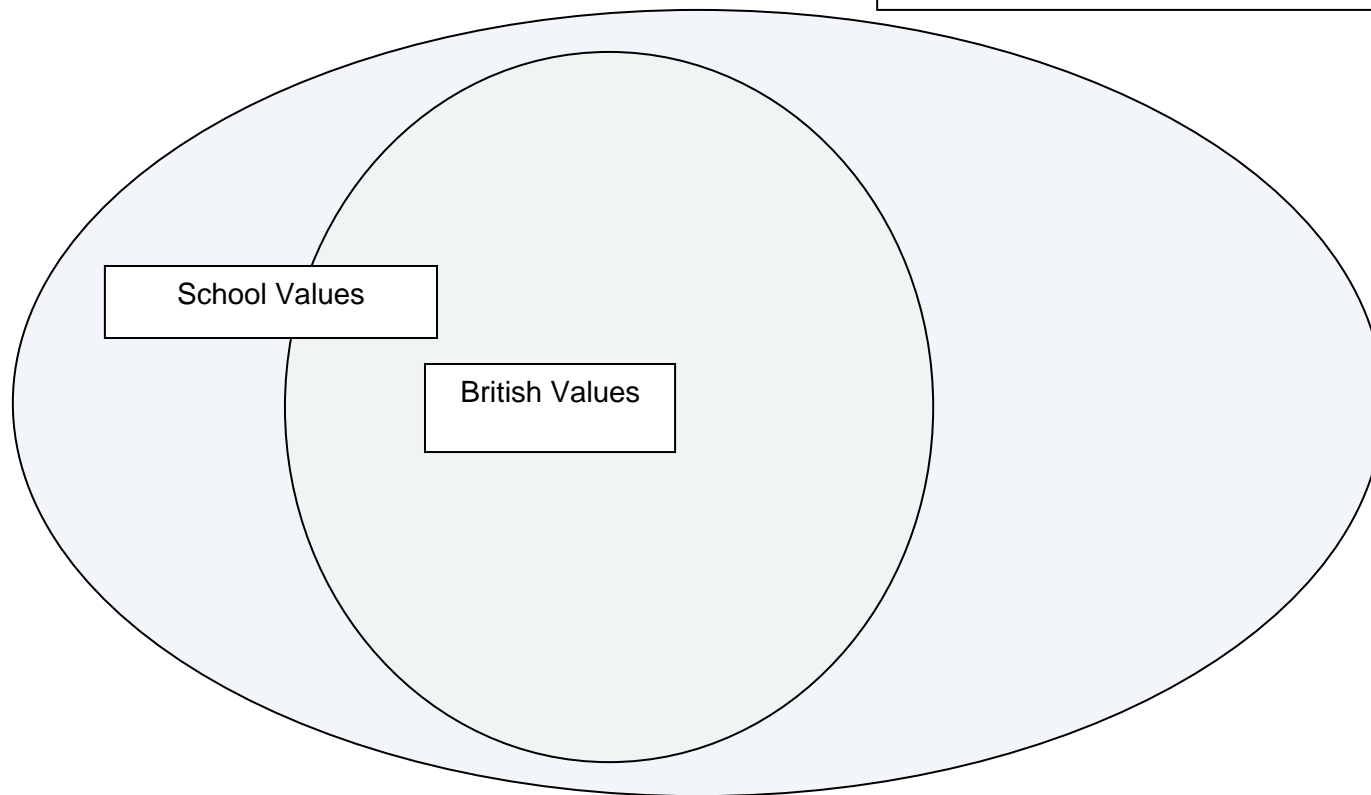
British Values

Appendix 4 - EYFS

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty). The duty is to come into effect from July 2015. DfE will in due course amend the EYFS to reference providers' responsibilities in the light of the Prevent duty.

To help demonstrate what this means in practice, we[14] have worked up the following examples based on what is in the statutory guidance. They are just that – examples and not exhaustive but hopefully useful to you. We have shared these with the DfE which agrees that they are helpful examples.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

The rule of law: understanding that rules matter (as cited in Personal Social and Emotional development)

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

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[14] http://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf

Individual liberty: freedom for all

As part of the focus on self-confidence and self-awareness, and on people and communities (as cited in Personal Social and Emotional development and Understanding the World):

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people and communities, on managing feelings and behaviour, and on making relationships (as cited in Personal Social and Emotional development and Understanding the World):

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures, races and family-types are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural, religious, racial and family-type stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting' British Values..

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Appendix 5 - Teaching Approaches

Key ingredients for successful teaching in the context of 'push' and 'pull' factors

PUSH FACTORS *Factors that push an individual/make an individual vulnerable to extremist messages*	KEY INGREDIENTS	PULL FACTORS *Factors that draw young people to buy into extremist messages*
Lack of excitement, frustration Lack of sense of achievement – seen as significant 'lack of purpose'// confidence in the future, life goals Lack of an outlet for views Gaps in knowledge or understanding of Islam – both young people and their parents Sense of injustice	**Teacher confidence** In many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. **Teacher attitudes and behaviours** - Willingness to admit you don't know - Acknowledging controversial issues exist - Awareness that I have a role to play - Willingness to turn to others for help when you don't know about something **Specific knowledge:** - Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') - Knowledge of an alternative values framework	Charismatic/confident individuals (recruiters) A vision of a new better exciting life - for a cause often communicated through social media Network/sense of belonging Broader community views which enable or do not oppose extremism Persuasive, clear messages. Exploiting knowledge gaps

	Teaching practice/pedagogy:	
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice) Exclusion – lack of belonging to peer or community networks, associations etc	- Boosting critical thinking (seeing through propaganda, singular messages etc.) - Helping to see multiple perspectives - Using multiple resources/methods - Embedding or sustaining dialogue following specialist interventions - Enabling students to tackle difficult issues - Linking school work to the wider community - Drawing evidence from across the curriculum - Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity	
Outside factors		
Disaffection with wider societal issues Disruptive home life	Support from senior leaders Pupil support processes - interventions (challenge)	Sense of dignity and importance and loyalty Exciting (non-teaching) activities Sense of purpose in life

Some key resources for effective teaching of RE including Islam

REsilience is a self evaluation, planning and training opportunity for teachers of RE. The programme is school based and tailored to individual needs. Its purpose is to help increase teachers' confidence when addressing contentious issues, particularly where such issues are sometimes used to justify extremism and violence. It has been written for secondary schools but some of the principles of handling difficult issues can be useful in the classroom.

http://www.re-silience.org.uk/index.php/en/materials

Bristol Agreed Syllabus for RE can be found here and has many useful materials for teaching RE well http://amv.somerset.gov.uk/

Equally good are the South Glos, Swindon and Wiltshire Agreed Syllabi and can be accessed here

http://www.bristol.anglican.org/school-resources/re-lesson-plans-and-teaching/

Our recent RE SACRE conference 2015 included some excellent resources for teaching about Islam and other world faith in an exciting open and informed way. These resources include materials for KS1 - 4

http://www.bristol.anglican.org/2015/sacre-conference-2015/

Two essential websites for the teaching of RE are http://www.reonline.org.uk/ and http://www.retoday.org.uk/ and some new films made by the BBC that show young people explaining their faith http://www.bbc.co.uk/programmes/b05pc1c9/episodes/guide

Films about local Bristol Muslims

As well as the local Bristol focussed lessons available from the 2015 conference (see link above)

There are two new films that have been made locally that feature local Bristol Muslims talking about what Islam means to them and why they are glad to be a British Muslim.

Avon and Somerset Police have made this film in response to extremism:

https://www.avonandsomerset.police.uk/newsroom/community-film-launched-in-response-to-extremism/

And Bristol Muslim Cultural Service BMCS have made this one which features more young people and answers the question "What does Islam mean to me?"

http://www.youtube.com/watch?v=VkQAdkNL2t8&sns=em

This is a list of faith visitors for Bristol and South Glos Schools

http://www.bristol.anglican.org/2014/faith-visitors-to-schools/

Appendix 6 - Outside agencies, visitors and speakers

At EXAMPLE we encourage the use of external agencies or speakers and visits to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- A member of staff is always present during an outside agency/ speaker's delivery

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;

- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;

- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;

- Activities are matched to the needs of students;

- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers and visits to facilitate and support this.

Therefore by delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Sample record keeping/monitoring system for outside speakers and agencies

Contact details and dates	Intention and reason	Safeguarding	Curriculum and quality assurance	Evaluation
Name of e.g. agency: Telephone/e-mail contacts: Dates of delivery:	Why are they speaking? Have they been recommended - by whom? Are they part of a regional/ national initiative? Have they had training?	Have DBS checks been done? Documentation verified? Has a copy of the Visitor Confidentiality and Safeguarding Protocol been read and signed? Are there any risks to this activity? Could it have a detrimental effect on pupils?	Who will be involved in this activity? How will this activity enhance the school values and the curriculum? How will it address the specific needs of the target audience?	Name of member of staff / person evaluating : Was this speaker / agency / experience positive and effective? Has appropriate feedback been offered? Would you recommend them to come again/ to another school? *Yes/No/Maybe* Were there any concerns? Are any referrals needed?

If on evaluation a speaker is deemed to have offered pupils an interpretation of faith that is "narrow" or conservative, it would be good practice to invite another speaker from the same faith with alternative views so that pupils gain the perspective that not all members of a particular faith hold those views and that there is a breadth of belief within any given religion.

Appendix 7 - Sample action plan for Prevent

School Name: _____ Date of assessment: _____

Name of Prevent lead: _____ Date to be reviewed: _____

Preliminary Activity	A risk assessment of the school identifying potential threats from radicalisation and extremism has taken place
Prevent Objective 1	Clear leadership and accountable structures are in place and visible throughout the organisation
Prevent Objective 2	Staff and the Governing Body have been appropriately trained according to their role
Prevent Objective 3	An appropriate reporting and referral process is in place and referrals are being managed effectively
Prevent Objective 4	A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

Objective 1: Clear leadership and accountable structures are in place and visible throughout the organisation		
Evidence	**Tick as appropriate**	**Self-Assessed Rating**
There is an identified strategic Prevent lead within the school		Red: not able to evidence any
The Strategic Lead understands the expectations and key priorities to deliver Prevent and that this is embedded within Safeguarding Procedures		
There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent		Amber: evidence of some but not all
Staff understand the need to flag up concerns and there is a clear process to follow		Green: evidence of all and more
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes.		

Objective 2: Staff and the Governing Body have been appropriately trained according to their role		
Evidence	**Tick as appropriate**	**Self-Assessed Rating**
A plan is in place to include Workshop to Raise Awareness of Prevent (WRAP) training so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable		Red: not able to evidence any

Amber: evidence of some but not all

Green: evidence of all and more |
Details of WRAP courses, including frequency and availability, are cascaded to all relevant staff		
Further training on the Prevent agenda is made available to the strategic Prevent Lead and Safeguarding Leads where appropriate		
There is appropriate staff guidance and literature available to staff on the Prevent agenda		
Staff follow the Radicalisation and Extremism Concern log if required		

Objective 3: An appropriate reporting and referral process is in place and referrals are being managed effectively		
Evidence	**Tick as appropriate**	**Self-Assessed Rating**
Ensure that Preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures		Red: not able to evidence any

Amber: evidence of some but not all

Green: evidence of all and more |
A single point of contact (SPoC) for any Prevent concerns raised by staff within the school has been identified		
An appropriate internal Prevent referral process has been developed		
Partner agency communication channels have been developed – Prevent Lead at XXXXXXXXXXX Police is first port of call when outside agencies need to be consulted or for making a Channel referral		

An audit trail for notification reports / referrals exists; timelines that fall under the child protection process have to be created once a referral is made		
Prevent referrals / notifications are being managed or overseen by relevant staff		
A process is in place to identify and develop 'lessons learnt' through regular meetings between the school and XXXXX from XXXX		

Objective 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion		
Evidence	**Tick as appropriate**	**Self-Assessed Rating**
School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of students aimed at protecting them from radicalisation and extremist influences (including PSHE, assemblies and RE/ethics curriculum)		Red: not able to evidence any
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations		Amber: evidence of some but not all
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion		Green: evidence of all and more

Appendix 8 - Resources, training and contacts

Counter-Extremism - narratives and conversations

A brilliant resource for staff training about extremism. In partnership with Sara Khan from Inspire (a counter-extremism and women's rights organisation), London Grid for Learning has created an open-access video resource for all UK schools. *Counter-Extremism - narratives and conversations* may also be deemed appropriate for use in Citizenship and PSHE lessons. Available here**:**
http://www.lgfl.net/News/Pages/Article.aspx?id=741#sthash.Mb8tSlzx.dpuf

Available from Avon and Somerset Police

WRAP (Workshop Raising Awareness of Prevent)

This is a DVD facilitated product produced by the Office for Security and Counter Terrorism (OSCT). WRAP is designed for front line staff from partnership agencies and gives an overview of Prevent and how to recognise the initial signs of individuals vulnerable to radicalisation as well as those who radicalise.

Audience: All front line staff and managers.

Length of exercise: Approx. 1.15 hrs

Operations Graduate and Bachelor

Operation Bachelor and Operation Graduate are two discussion exercises developed by the ACPO Prevent Delivery Unit to help the police engage with representatives from the Further and Higher Education Sector.

The exercises both use a short film to set the scene and initiate debate amongst participants. Scenario exercises have been developed for these products which include; extremist leaflets found on campus; raised student tensions as a result of hate crimes; extremist speakers visiting the university and a student who is suspected of viewing terrorist material online.

Audience: University or college students and staff.

Length of exercise: One hour

Pathways

Pathways is an interactive workshop aimed at young people supported by a DVD. The DVD centres around two main characters from diverse backgrounds. The workshop allows young people the opportunity to explore stereo types, behaviours and grievances in a facilitated session.

Audience: Young People from 14 years and adults

Length of exercise: One Hour

Your Mother

This short film captures the stories of mothers whose children have committed acts of violent extremism, or those who intended to do so. These brave women discuss how their children's choices have destroyed their and their families' lives. Looking into their mother's faces, sons and daughters will realise that acts of terrorism will not lead to glory, but rather the devastation of those they love most. This film is intended as a tool for those in communities who are able to drive change in a tangible and effective way. We hope that it will prompt meaningful conversations at a grass roots level around terrorism, radicalisation, and the importance of women in preventing it.

Audience: Young people 14 years plus, adults and staff.

Length of exercise: 15 minutes

Fast (DVD)

This short film produced by 'families against stress and trauma' features three people talking openly about how their families were torn apart when young people travel to Syria and Iraq. They each speak of the pain and anguish they felt when their loved one left the UK. It's hard for practitioners to convey the heartbreak, which is why we let them speak for themselves.

Families make a difference because they have the power to reach out and stop this. All families should feel empowered to reach out if they are worried about a loved one who might be thinking of travelling to the region.

Audience: Young people, staff, professionals of all ages.

Length of exercise: 30 minutes

Conviction

This is a 30 minute thought provoking DVD produced by Southwest Counter Terrorism Unit. Conviction is designed for front line staff from partnership agencies and gives an overview of a real life case study based on the convicted terrorist Andrew (Isa) Ibrahim.

Audience: Social services; the Health sector; the Education sector; Probation Service; Employment Service; Housing Sector and Channel representatives.

Length of exercise: Two hours including supported lesson plans.

ACT NOW

This is a table-top exercise centred on a hypothetical counter terrorism scenario which stimulates debate around the sensitive subject of terrorism. Decisions taken by the participants will shape the way the incident is investigated. ACT NOW gives an insight into how agencies and communities can work together to defeat terrorism. There are a number of versions of ACT NOW that include a scenario that is based on an extreme right wing incident and one which focuses on a scenario that is based on a college campus.

Audience: All communities aged 14 years and older

Length of exercise: Approximately 2-3 hours

Diaries of a Badman

DOABM is an interactive workshop aimed at young people showing an example of how an individual maybe drawn towards extremism and how Humza makes ways to attempt to steer his cousin away from the dangers of Radicalisation. The film uses humour to tackle these serious and key messages for young people to relate to.

Audience: Young people from 10 years plus.

Length of exercise: 1 hour

E-safety / Online Awareness and the Law

This is a DVD driven input using real life stories. The product explores current threats faced on the internet and explores underlying vulnerability and risks. This product features lesson plan around online cyber-bullying, sexual exploitation, fraud and brings in extremism and gives signposting advice.

Audience: Young people (key stage 3 and above). It can also be used by education staff and staff within social services.

Length of exercise: One hour lesson.

Avon and Somerset Police can also provide literature, supplied by the Association of Chief Police Officers and the South West Counter Terrorism Unit, aimed at raising awareness and supporting the delivery of Prevent. Please contact your local Prevent team if your institution would be interested in receiving this material.

Kalsoom Bashir: Kalsoom.Bashir@avonandsomerset.police.uk

Support for equalities and diversity

In Bristol please contact Su Coombes, Teaching and Learning Consultant (Equalities): su.coombes@bristol.gov.uk

For South Glos schools contact Robert Walsh, Head of Safe, Strong Communities: Robert.Walsh@southglos.gov.uk

Support for Religious Education

Please contact the Adviser to Bristol and South Glos SACREs, Katy Staples: katy.staples@bristoldiocese.org

Prevent - Glossary of Terms

The following definitions have been taken from the Home Office, Prevent Strategy which was published in June 2011.

Please note that these definitions relate to *Prevent* and are not always authoritative in any wider context.

Channel- Multi agency panel delivering interventions to individuals at risk of being radicalised **Contest**-

Government Counter Terrorism Strategy

Counter-narrative usually refers to providing ·individuals or groups with an alternative perspective to that of the extremist intended to dissuade them from engaging in terrorism-related activity.

De-radicalisation usually refers to activity aimed at a person who supports terrorism and in some cases has engaged in terrorist related activity, which is intended to effect cognitive and/or behavioural change leading to a new outlook on terrorism and/or disengagement from it

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Four 'P's- Protect, Prepare, Pursue, Prevent - main strands of Government's Contest Strategy.

An **ideology** is a set of beliefs. An ideologue is a proponent as well as an adherent of an ideology.

Interventions are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counseling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

Prevent involves the identification and referral of those susceptible to violent extremism into appropriate interventions. These interventions aim to divert the susceptible from embarking down the path to radicalisation.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. A radicaliser is an individual who encourages others to develop or adopt beliefs and views supportive of terrorism and forms of extremism leading to terrorism.

Resilience - capability of people, groups and communities to rebut and reject proponents of terrorism and the ideology they promote.

Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorism-related.

Security and Partnership Officers – West Midlands Police Prevent officers also known nationally as Prevent Engagement Officers

The term **Single narrative** is sometimes used to refer to the particular interpretation of religion, history and politics that is associated with Al Qaida and like-minded groups.

The current UK definition of **terrorism** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Vulnerability describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within *Prevent,* the word describes factors and characteristics associated with being susceptible to radicalisation.