Prevent self-assessment and action plan – part 1 staff awareness.

Assessment training undertaken by Stanchester Academy Prevent lead	Wednesday November 11th 2015 Iain Slade VP
Internal/external verification	internal
Stanchester staff member(s) at the assessment	
Date undertaken	11/11/2015
Date actions to be reviewed	18/11/2015
Next annual review due	11/11/2016

Who is this document for?

This document is intended for school Prevent leads; the intention of this document is to give advice to Prevent leads whose responsibility it is to engage with school staff on how to mainstream Prevent within their institution.

It will provide a framework on how to assess and deal with Prevent vulnerabilities at the school and to have due regard to the need to prevent people being drawn into terrorism.

Background to Prevent

The revised Prevent Strategy was launched in June 2011 and is an integral part of the Counter Terrorism Strategy and its aim is to stop becoming drawn into, promoting or supporting terrorism.

Prevent will address all forms of terrorism but continue to prioritise according to the threat they pose to our national security. Preventing terrorism will mean challenging extremist (and non-violent) ideas that are also part of a terrorist's ideology. Prevent will also mean intervening to try to stop people moving from extremist groups or extremism into terrorist-related activity.

The three Prevent objectives are:

Respond to the ideological challenge of terrorism and the threat we face from those who promote it This means using teaching and learning to help learners and staff to develop the knowledge and skills to challenge extremist narratives.

Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support. This means identifying how to prevent harm to learners by individuals, groups or others who promote terrorism and violent extremism. Provide programmes to support learners who are vulnerable.

Supporting sectors and institutions where there are risks of radicalisation This means increasing the resilience of school and university communities by encouraging engagement with management, staff and learners through training and awareness raising. Encourage staff training and use curriculum opportunities for learners which allow

A Counter Terrorism and Security Bill was introduced to Parliament by the Home Secretary on 26 November 2014. The Bill includes provision to place the Prevent element of the national counter terrorism strategy on a statutory footing. This has implications for Educational establishments and partner agencies and bodies such as schools, colleges, universities and councils.

How can the further education sector help?

Educational establishments promote and facilitate the exchange of opinion and ideas and enable debate as well as learning. The government has stated that it has no wish to limit or otherwise interfere with this free flow of ideas, and that it will be careful to balance the need to preserve national security with protecting civil liberties. Although it is vital that Educational establishments must protect academic freedom, it is a long-established principle that Educational establishments also have a duty of care to their learners. Educational establishments, school societies and student groups have a clear and unambiguous role to play in helping to safeguard vulnerable young people from radicalisation and recruitment by terrorist organisations.

Educational establishments can play an important part in preventing terrorism. Just as they can help to educate people about risk, Educational establishments offer opportunities to help learners understand the risks associated with extremism and help develop the knowledge and skills to be able to challenge terrorist ideologies.

Staff in Educational establishments, working in partnership with other local agencies, are well placed to identify needs and support the welfare of individual learners who may be particularly vulnerable.

Who is responsible for pursuing terrorists?

There are other elements within the government's counter terrorism strategy which focus on pursuing and disrupting terrorists. This is not the role of Prevent, which operates in what is called the 'pre-criminal space', similar to other preventative initiatives that protect and safeguard vulnerable individuals at risk of being drawn into harm such as drugs, gang culture and gun and knife crime.

What support is available for people at risk of becoming involved in extremism?

Channel is a joint initiative that offers help and guidance to people who may be at risk of becoming involved in extremism. Extremist organisations sometimes try to recruit people who are susceptible or vulnerable, in person or through the internet. If the early signs are spotted and acted upon, it safeguards the person concerned and helps protect all of us who live and work in the city.

Concerns that an individual may be vulnerable to radicalisation does not mean that you think the person is a terrorist: it means that you are concerned that they are prone to being exploited by others.

It is important that staff trust their professional judgement – if they are concerned that someone is at risk of getting involved in extremism, they should in the first instance contact the safeguarding lead at the school who should, if required, contact their Channel coordinator. They will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and the Channel panel will develop the most appropriate support package for the individual concerned.

What training is available?

Training is available for staff whose work may bring them into contact with people who may be vulnerable to becoming involved in extremism. This includes a workshop that provides an introduction to Prevent and covers issues such as crime; normal social processes that are used to influence and manipulate; extreme right-wing and al-Qaida case studies; terrorist ideologies; and factors that may contribute to an individual's susceptibility to a terrorist ideology.

This workshop provides attendees with:

An awareness and understanding of the Prevent agenda and their role within it

The ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may be susceptible to messages of violence

The confidence to use a common sense based response to support and intervene with vulnerable people.

Managing risks and responding to events toolkit

The risk assessment toolkit for school Prevent leads is designed to ensure that the school monitors risks and is ready to deal appropriately with issues which arise in order to achieve the following outcomes:

Understanding the nature of the threat from extremism and how this may impact directly or indirectly on the school

Understanding and managing potential risks within the school and from external influences

Respond appropriately to events in local, national or international news that may impact on learners and communities

Ensuring measures are in place to minimise the potential for acts of violent extremism

Ensuring plans are in place to respond appropriately to a threat or incident within the school

The school Prevent lead, when undertaking this risk assessment with colleagues at the school, aims to:

Explain why this assessment needs to be carried out annually

> **Aim:** To raise awareness of the Prevent strategy to enable the institution to better safeguard its learners and staff.
>   To assist in understanding and identifying vulnerability to radicalisation
>   To outline the role the FE sector can play
>   To link Prevent with safety, security, vulnerability and safeguarding
>   To inform about activities and resources available for use in Educational

establishments and universities.

Highlight local 'Prevent' threats

Go through the threat posed by local groups, provide a background to the groups, their aims, methods, past and present activity, recent high-profile terrorist and extremist cases, how these groups target vulnerable people, what these groups want to achieve locally, nationally and internationally , the specific risks to the institution.

Establish past and current Prevent activities

Ensure that you make people aware of past and current or ongoing Prevent activities including any training courses attended, membership of local and national Prevent bodies. It is also important to capture and address at this stage any misconceptions about Prevent and any negative and positive experience about Prevent.

Capturing the issues

Explain that you are going to go through a checklist of common Prevent vulnerabilities in the sector (capture more vulnerabilities during your conversation) and ask them to come up with more vulnerabilities.

Ensure that you inform staff that all information will be treated as confidential and will be used only to assist the institution to improve safeguarding and resilience.

Suggest actions that could remove or mitigate the risk, ensure a lead is identified with agreed timescales for the action to be completed.

Definitions

An **ideology** is a set of beliefs.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.

Terrorism is an action that endangers or causes serious violence damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

Vulnerability describes factors and characteristics associated with being susceptible to radicalisation.

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. Calls for the death of British armed forces is also included.

Useful links
National Prevent Strategy
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

Report from the Prime Minister's Task Force on Tackling Radicalisation and Extremism
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/263181/ETF_FINAL.pdf

National Channel Guidance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf

Prevent self-assessment and action plan – part 2 self-evaluation.

No	Prevent vulnerability	Action to remove or mitigate vulnerability	Who	When	RAG
1	**Awareness** Do the following people have a good understanding of Prevent? Board of governors SLT Staff Students Safeguarding leads Site staff				
2	**Safeguarding** Do safeguarding, chaplaincy and student support service leads recognise Prevent vulnerabilities and what to do if they suspect that someone is being drawn into terrorism? Do safeguarding policies incorporate Prevent vulnerabilities? Are you using the Early Help Assessment to refer individuals? Are safeguarding leads aware of Channel?				
3	**IT systems** What filtering/firewall systems are in place to prevent individuals from accessing extremist websites? Have they been tested recently, are the filtering systems up to date? Do they alert you if someone tries to access extremist sites, do you know what to do if someone does?				
4	**Site security** Are staff challenged if they are not wearing ID? How are authorised visitors managed? How do identify and stop unauthorised visitors? How do you restrict access to the site, e.g. swipe, code entry?				
5	**Literature/posters** Does permission have to be granted for people to distribute leaflets? Do people know who to contact if they come across extremist literature? Do they know what extremist literature looks like? What happens if individuals are handing out leaflets outside the institution?				
6	**Funding and resources** Do you fund Community/voluntary/student groups? How do you know that monies are not funding extremist activities?				

	Do student/external groups book your rooms, how do you monitor if extremist activities are taking place? Do you have a booking form/policy that states extremist activities must not take place?				
7	**Safe place to discuss terrorism and extremism** Are staff trained to facilitate discussions on terrorism and extremism? Are there opportunities available to do this, e.g. do you run a programme of seminars? Can external speakers be invited to discuss Prevent? Are learners given the skills to challenge extremist narratives?				
8	**Policies and procedures** What policies need to change to incorporate Prevent (safeguarding, security and estate management, disciplinary, behaviour, room booking, external speakers)?				
9	**Information sharing** Are there information sharing protocols in place with the police and the council? Do the police know who to contact for any issues? Does the school know who to contact at the police? Do other staff members know who the Prevent lead is at the school?				
10	**Local Prevent structures** Are you linked in with the local Prevent board or regional Prevent group Do you know who your local authority Prevent coordinator is?				
11	**Tensions** Are you aware of tensions in your student body? How are you dealing with these tensions? Have these tensions been exploited by				
12	**Prevent messaging** How can Prevent be communicated better? e.g. posters, newsletters, intranet, student and staff handbooks, staff induction, internal literature				
13	**Engagement with students** Do the students have an awareness of Prevent? Are they aware of the risks? Do they have a student support service?				

14	**Freedom of speech** Have you revised and enhanced codes of practice on freedom of speech? Have you developed clearer guidelines on balancing freedom speech				
15	**Policy on external speakers** Do you have a risk-assessment framework for dealing with requests for external speakers on site?				
16	**Staff and volunteers** Are you vigilant to staff members and volunteers potentially radicalising learners? Do you have policies and procedures to handle this?				
17	**Dangerous substances** Is the institution aware of and comply with all relevant legislation in the storage and handling of dangerous substances including chemicals, bacteria, viruses and toxins?				
18	**Dealing with an incident** Does your critical management plan identify a lead person to deal with terrorist related issues? How will you communicate with and reassure local communities, staff and learners? Who will deal with the press? How will you communicate with other institutions locally? How will you identify what partnership support you may require?				