



ASSOCIATION OF
CHIEF POLICE OFFICERS

Prevent, Police and Schools

Helping Schools Stay Safe:
Guidance for Police Officers and Police Staff



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Foreword

Schools have an important role to play in preventing extreme behaviour. The revised *Prevent* Strategy sets out a proportionate response for schools; the prevention of extremism should be considered in the same way as safeguarding children from drugs, gangs, alcohol and sexual grooming. Just as schools can educate young people about risk, they offer opportunities to help young people understand the risks associated with extremism and to develop the knowledge and skills to be able to challenge extremist arguments. Teachers are well placed to identify the needs and support the welfare of individual pupils who may be particularly vulnerable, working in partnership with other local agencies. However, teachers and staff within schools may need support from police in identifying and supporting those children who are susceptible to extreme influences.

'*Prevent, Police and Schools*' has been written in consultation with the Department for Education and the Home Office. It aims to explain *Prevent* in a school context, to indicate ways in which police teams and teachers can work together and to highlight some of the different approaches that have been taken across the country to date.

This guidance was first published by ACPO in 2009, aimed at police officers and police staff who work with schools. Feedback from those officers and staff was excellent, as were comments by teachers who also found the content useful.

This refreshed version provides updated examples and resources as well as bringing the content in line with current Government guidance.

Most importantly, this document will provide encouragement to police officers and police staff to continue to develop effective professional relationships with teachers and school staff. Young people are the future: police forces should see schools as an ideal safe space to develop methods of engagement which will influence the way in which young people from all backgrounds grow up to become considerate, tolerant and empathetic adults, who achieve their potential, stay safe and contribute fully to British society.



Assistant Chief Constable John Wright

**National Coordinator of *Prevent*
Association of Chief Police Officers
(Terrorism and Allied Matters)**

SECTION 1: An Introduction to CONTEST and *Prevent*

Who is this guidance for?

This guidance is intended for **all police officers and police staff** with responsibility for working in partnership with schools (primary, secondary, supplementary, independent and pupil referral units) from **Police Community Support Officers (PCSOs) to the Senior Command Team**.

This guidance contains suggestions & examples of –

- **Strategic and tactical activity** for use by a command team in partnership with the Crime & Disorder Reduction Partnership (CDRP) or the Community Safety Partnership (CSP); the Local Strategic Partnership (LSP);
- **Practical activity** for use in schools by Safer School Partnership (SSP) officers or Safer Neighbourhood Team (SNT) officers.

Aims of this document

To explain CONTEST and the *Prevent* agenda;

- To show how police can engage with schools;
- To assist in understanding and identifying vulnerability;
- To outline the role police can play in working with schools to contribute to *Prevent*;
- To inform about activities undertaken by forces and resources available for use in schools;
- To complement *Prevent* training.

What this document is

This is an updated version of guidance first published in December 2009 and aims to give an overview and suggestions for how the police can plan work with schools.

The **appendices** provide some examples of the sort of vulnerable behaviours that have been identified in schools, and some suggested prompts for further partnership action.

What this document is not

The document does **not** replace the need for specific *Prevent* training so that officers have sufficient understanding of the issues and the right skills to be able to engage sensitively and appropriately with young people. This document is not an explanation of what a Safer Schools Partnership officer is. For guidance on SSPs:

www.justice.gov.uk/downloads/youth-justice/prevention/SaferSchoolPartnershipsGuidancefinal0509.pdf

Prevent can be part of formal working agreements between one or more schools and police, usually a Safer Schools Partnership or a Safer Neighbourhood Team.

In England, Government and ACPO would like SSP to be the norm for schools.

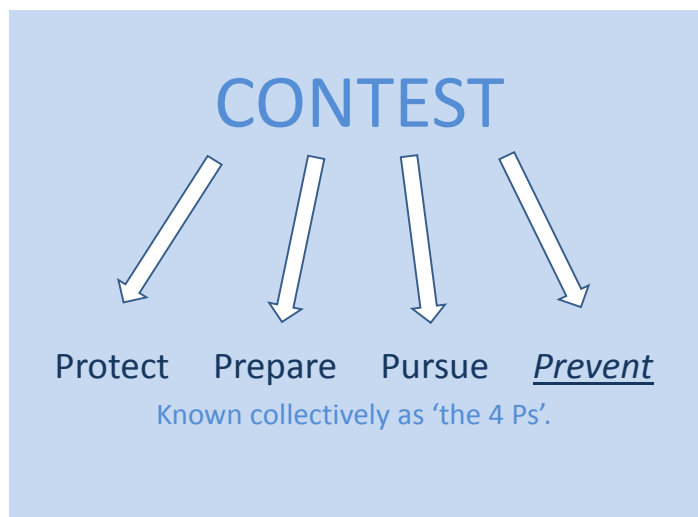
What is CONTEST?

CONTEST is the Government's Counter Terrorism Strategy, revised in July 2011. The aim of the strategy is 'to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence'.¹

The current terrorism threat to the UK can be found at www.gov.uk/terrorism-national-emergency

The Government assesses that the most significant threat exists from Al-Qaida influenced terrorists. However, threats exist from other extremist groups such as Irish dissidents, racist, fascist and animal rights organisations, eco-terrorists and far right extremists. They pose a threat to public order and the British multi-cultural way of life.

CONTEST has four strands, often known as the four Ps;



The aims of the 4 Ps are –

Protect - to strengthen protection against a terrorist attack;

Prepare - to mitigate the impact of a terrorist attack;

Pursue - to stop terrorist attacks;

Prevent - to stop people becoming terrorists or supporting terrorism.

Prevent is a cross Government programme with local authorities having a key role to work in partnership with police on local strategies.

'Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.'

Prevent Strategy, 2011

There are 3 distinct strands to Prevent, all of which are appropriate for support within schools:

- Challenging **ideology**;
- Supporting vulnerable **individuals**;
- Working with sectors and **institutions**.

Page 8 contains more detail.

¹ www.gov.uk/government/publications/counter-terrorism-strategy-contest

What is *Prevent*?

Prevent is about stopping people becoming terrorists or supporting terrorism.

The long-term solution to the threat faced by the UK from domestic or international terrorism is not just about more effective policing. It is about tackling the factors that can cause people to become drawn into terrorism and empowering individuals and communities to stand up to extremists.

The purpose of *Prevent* in schools must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and British values.

Schools contribute to *Prevent* in their daily work with pupils, families and communities. There are also specific steps they may take to support the most vulnerable pupils.

Schools can use teaching to help build more cohesive and resilient communities. Teachers are well placed to identify and support the needs of young people who may be particularly vulnerable.

Key ingredients for resilience building teaching activities:

1. Making a connection through good design and a young-person centred approach;
2. Facilitating a safe space for dialogue and positive interaction;
3. Equipping young people with appropriate capabilities – skills, knowledge, understanding and awareness.

What the terms mean:

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 members of British armed forces is also included in this definition.

Terrorism is 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.

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.

Islamism is a philosophy which, in the broadest sense, promotes the application of Islamic values to modern government.

Right Wing Extremism has roots in nationalism and racism with the concept that ethnic affiliation to a nation or race is of greater importance than civil or human rights.

Left Wing Extremism is opposed to social order and capitalist values.

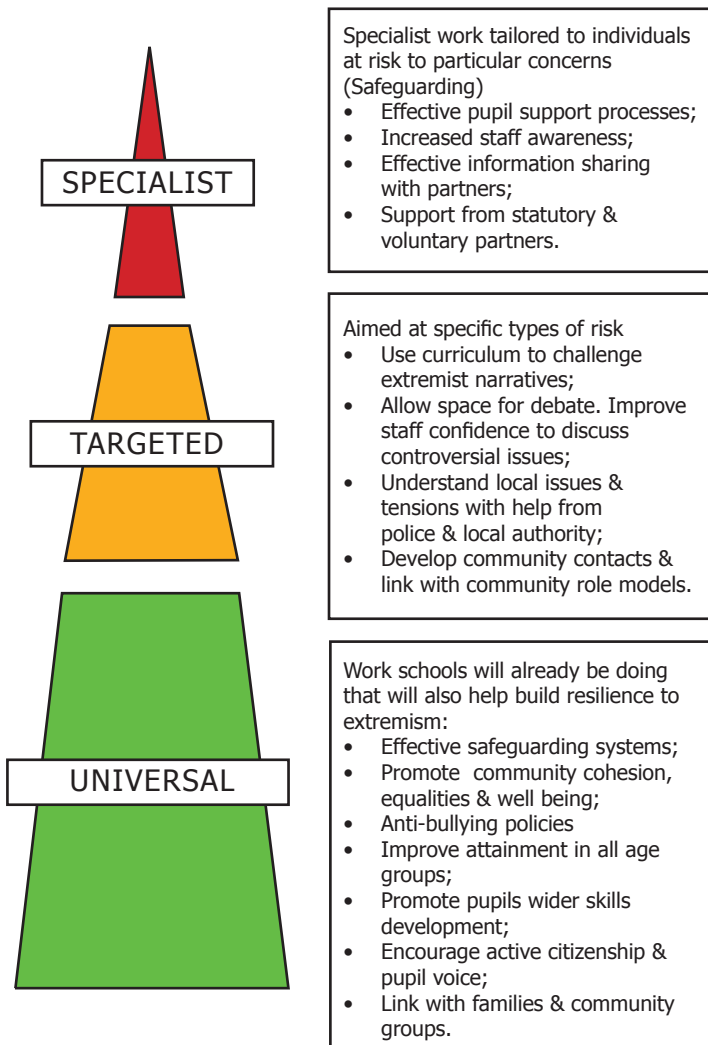
Animal Rights Extremism is opposed to the use of animals in experiments or methods of animal husbandry.

Prevent in schools

Schools can contribute to the three objectives of the *Prevent* strategy:

	Prevent objectives	In schools this means working in partnership to:
1	Respond to the ideological challenge of terrorism and the threat faced from those who promote it;	Use teaching and learning to help young people to develop the knowledge and skills to challenge extremist narratives; Use teaching styles and curriculum opportunities which allow grievances to be aired.
2	<i>Prevent</i> people from being drawn into terrorism and ensure that they are given appropriate advice and support;	Identify how to safeguard pupils from individuals, groups or others who promote extremism; Increase the resilience of pupils and school communities through the curriculum other learning opportunities or activities.
3	Work with sectors and institutions where there are risks of radicalisation which need to be addressed.	Provide programmes to support pupils who are vulnerable;

Schools (and local authority Children’s Services) will understand their contribution to *Prevent* in three tiers, similar to the way schools can contribute to preventing other types of risky behaviour:



School engagement with police on *Prevent* can help in raising awareness and understanding amongst school staff of the local context and any particular risks or issues. Police can also help schools review how their current universal, targeted and specialist work contributes to *Prevent* and assist in developing new activities.

Some police forces have designated staff to work with schools on *Prevent*; others make this a part of the role of SSPs or SNTs.

Why is vulnerability important?

Young people may be vulnerable to a range of risks as they pass through adolescence. They may be exposed to new influences and risk taking behaviour. e.g. Drugs and alcohol misuse, influence from peers, influence from people via the internet; and they may begin to explore ideas and issues around their identity.

School pupil support systems will assess 'vulnerability' to being radicalised by extremists in the context of a wide range of risks to pupils:

- Substance and alcohol misuse;
- Crime and anti social behaviour;
- Bullying, including cyberbullying;
- Sexual exploitation via the internet;
- Domestic violence and a range of family tensions;
- Street group or gang issues in localities.

"Young people want more 'safe spaces' to talk about the issues of terrorism and violent extremism. They sometimes find this hard in schools, which is why we need to train teachers and youth workers how to deliver these discussions to create the necessary environment for structured debate."

**Rob Clews, Project Safe Space,
UK Youth Parliament, 2009**

What might cause a young person to be 'vulnerable' to radicalisation?

There is no single profile of an extremist or a single radicalisation pathway, but based on evidence from past cases, there are a range of factors that may cause a young person to be vulnerable and more likely to be attracted to a path of radicalisation. It is important to note that the presence of one or more of these factors will not necessarily lead to radicalisation or engagement in violent activity and every case will need to be considered on an individual basis. Schools are encouraged to work with police on awareness of local community issues and tensions which may also be contributory factors.

Schools follow **safeguarding** procedures and use a child assessment framework² as tools to support their assessment of vulnerability and the appropriate sharing of information with local partners.

Police engagement in multi agency panels with schools can be a major contribution to the prevention of a range of risk taking behaviours and potential harm. Some examples are shown on page 25.

² Previously known as a Common Assessment Framework or CAF

Factors that may contribute to vulnerability

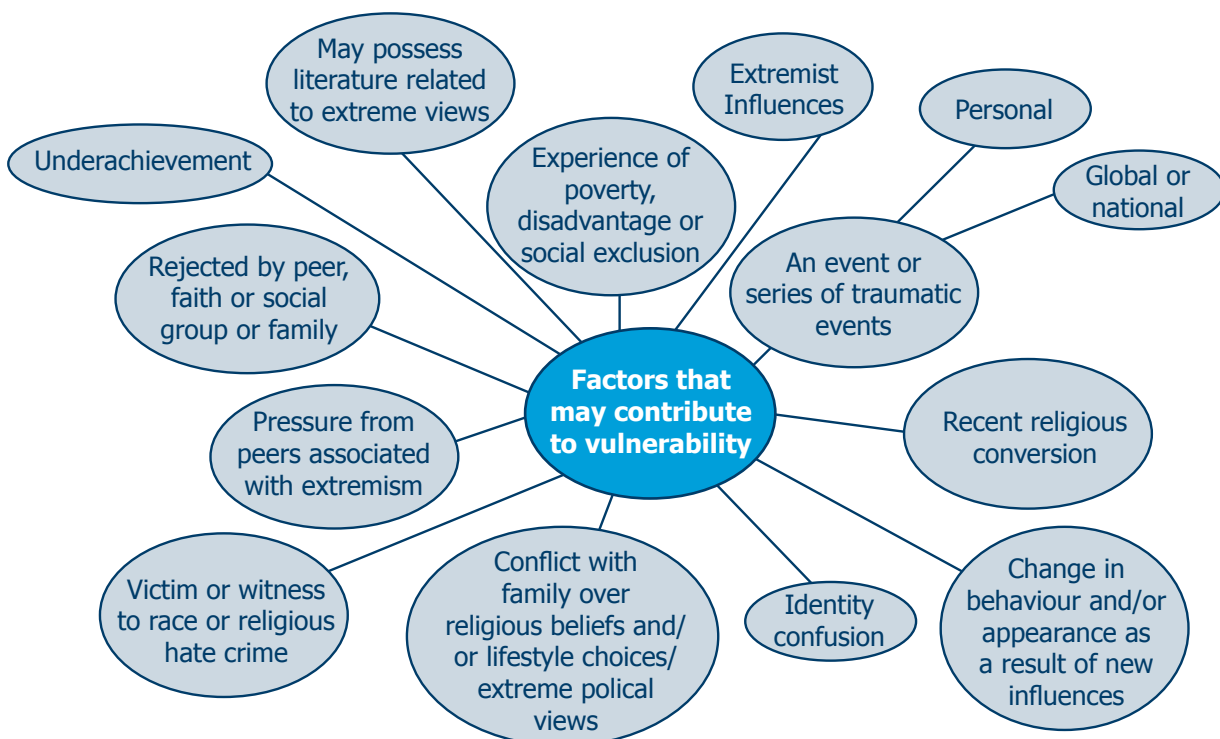
Whilst there is no single pathway for an individual to follow towards radicalisation, academic research indicates that there are a number of factors which may indicate that someone is vulnerable to extremist influence.

The diagram below summarises some of the work conducted by Cole and Cole (2009). This is not a 'tick-list' of what an extremist or a terrorist looks like, but it may assist teachers or police who work with schools in identifying those pupils who may be susceptible to influence. Factors that may contribute to vulnerability may range from influences such as crime, gangs, substance abuse or extremism.

The key point is that if these factors are identified early, a young person may be provided with appropriate support and diverted away from behaviour that may otherwise lead to involvement with risk taking activity. This can be done long before the young person forms an intention to behave in a criminal way; avoiding formal involvement with the police and ensuring safety of the individual and others.

Early preventions may also help a school or local authority from becoming involved in an avoidable investigation in the future.

Factors that may contribute towards vulnerability to radicalisation



These are examples of what vulnerability might look like - not an exhaustive list

Based on academic research;
'Martyrdom' Cole & Cole, 2009

SECTION 2 – The School Context

Types of schools

Each school is different, so the first step for police is to be clear about the nature and organisation of local schools they work with.

Some common terms for schools in England (local variations are used):

- Community schools – usually closely linked to the local authority;
- Foundation Schools – more autonomous (some are faith schools);
- Voluntary Aided - more autonomous and most are faith schools;
- Academies – autonomous (some are faith schools);
- Free Schools – like academies, created by local demand (some are faith schools);
- Pupil Referral Units – Short Stay Schools offering alternative provision.

All of the above types of school are publicly-funded, either directly by the Department for Education or through local authorities. In addition there are:

- Independent schools (fee-paying, some are faith schools).
- Supplementary (or complementary) schools, offering part-time teaching related to ethnicity, faith or culture e.g. madrassahs – these are not legally schools in the same sense as the types listed above and may be located in religious or community premises.

How should police engage with schools?

Police should encourage schools to see how *Prevent* relates to their existing priorities and ways of working.

Prevent should be seen as part of the existing school **safeguarding** framework; a local approach to ensuring the safety and well-being of all children and young people from birth to age 18.

Each area of the UK has adopted their own definition of **safeguarding**, but these often include the following phrases: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable children in need to have optimum life chances.

In schools, **safeguarding** responsibilities include, addressing the needs of vulnerable young people as well as fitting with their wider educational role, promoting cohesion and teaching young people to respect others.

Faith Schools

Police should engage with and offer support to schools of all faiths and denominations. Whilst the police response will not be identical for every institution, school communities should be treated with the same equality as we treat individuals. Engaging with all faith groups provides opportunities to bring representatives together at times of crisis. Adults are most often considered for this, but school pupils can often provide ideas and solutions to community tensions. When liaising with staff, be sure to point out the benefits to the school of police engagement.

S.17 Children Act 1989 provides responsibilities for local authorities to all children, irrespective of which school they attend:

It is the duty of the local authority

- To safeguard and promote the welfare of children within their area who are in need; and
- To promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs.

Factors that may contribute to vulnerability

Driver	How to link the school to <i>Prevent</i>
Governing Body and Senior Leadership Team;	Engage their understanding of local tensions affecting school and impact on pupils. (Some independent schools do not have governing bodies.)
Safeguarding pupils;	Work in school and with multi agency partners on universal actions to promote wellbeing and specialist Safeguarding processes.
Duty to promote community cohesion; (Independent schools are not subject to this duty)	Although no longer examined by Ofsted, schools have a duty to promote community cohesion. Schools often have excellent community links and understanding of local issues: <ul style="list-style-type: none"> • To build community support for the school; • To show a leadership role; • To promote community use of facilities.
Professional Standards for teachers (introduced September 2012);	Standards for teachers in both publicly-funded and independent schools include: <p>Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs (quoted from the <i>Prevent</i> Strategy);</p> <p>Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;</p> <p>Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.</p>

Examples are given for England – similar principles apply in other countries of the U.K.

For each of the school drivers shown, police can offer to provide support and assistance with a range of options, including working with:

- Governors;
- Teaching staff;
- Pupils;
- Parents

Just as police officers and police staff may be confused at school structures and titles, school staff may need to be briefed on police structures and processes.

Ofsted³, the duty to promote community cohesion and the Education Acts

Ofsted inspectors must judge the quality of education provided in publicly-funded schools (separate standards apply to independent schools), based on:⁴

- The achievement of pupils at the school
- The quality of teaching in the school
- The behaviour and safety of pupils at the school.
- The quality of leadership in and management of the school
- In addition, inspectors must also consider:
- The spiritual, moral, social and cultural development of pupils at the school.

Police can offer to assist head teachers with all of these Ofsted inspected areas, though it is suggested that police are best positioned to assist with:

(a) The behaviour and safety of pupils.

For example to:

- Offer to attend 'behaviour & welfare panels'
- Offer presentations to pupils, teachers and parents on safety, including internet safety
- Become involved with Restorative Justice.

(b) The spiritual, moral, social and cultural development of pupils at the school, for example help students to:

- Reflect on beliefs and values
- Develop and apply an understanding of right and wrong in school and life outside school
- Develop awareness of and respect for diversity in relation to, gender, race, religion and belief, culture, sexual orientation and disability
- Gain a well-informed understanding of the options and challenges facing them
- Develop the skills and attitudes to enable them to participate fully in democratic Britain
- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

Publicly-funded schools have a duty to promote community cohesion. Whilst Ofsted inspectors are not required to make an explicit judgment about how schools perform this duty it will be relevant to inspectors' assessment of the spiritual, moral, social and cultural development of pupils. All head teachers want their school to receive a positive Ofsted report and should welcome ideas and resources from police and partners, on ways to achieve this.

The Education Act 1996:

Places a duty on local authorities, governing bodies and head teachers to:

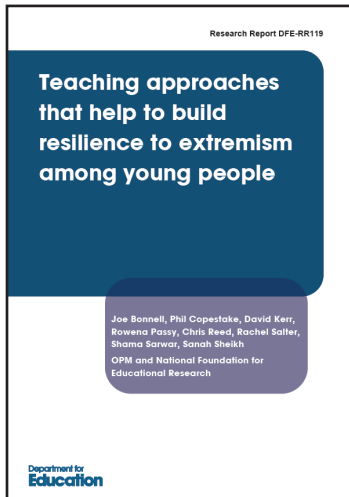
- Forbid the pursuit of partisan political activities by junior pupils and the promotion of partisan political views in the teaching of any subject in a maintained school (s406);
- Secure the balanced treatment of political issues (s407).
- Similar duties are placed on academies, Free Schools and independent schools by the Dept for Education

³ Office for Standards in Education, Children's Services and Skills

⁴ Taken from *The Ofsted School Inspection Handbook (2012)*

Government Guidance

In 2011, the Department for Education published guidance: Teaching approaches that help to build resilience to extremism among young people⁵:



The guidance for teachers, advises that the three ingredients for success are:

- 1. Making a connection through good design and a young-person centred approach;**
- 2. Facilitating a safe space for dialogue and positive interaction;**
- 3. Equipping young people with appropriate capabilities - skills, knowledge, understanding and awareness.**

In addition, three sets of broader factors are important in enabling a successful intervention in school:

- **Effective partnership working with local agencies;**
- **Supportive school leaders;**
- **Good integration with the wider curriculum.**

Conclusions

Many of the 'key ingredients' of teaching methods that help to build resilience to extremism are simply the principles of good teaching. These are the basis for successful teaching practice to build resilience.

Government research highlights the importance of adapting, amending and building on general good teaching practice to ensure such methods become even more relevant and effective in helping to build young people's resilience.

The research also revealed where specialist teaching methods are important to help build young people's resilience. Such examples include where specialist knowledge, people (with particular skills) or resources, techniques and interventions are essential.

Conceptualising the 'key ingredients' in this way helps to overcome a false, artificial and potentially dangerous simplification: that apart from religious studies experts, mainstream teachers need to focus on 'good teaching' and leave the specialist stuff to the 'experts'.

Implications for police

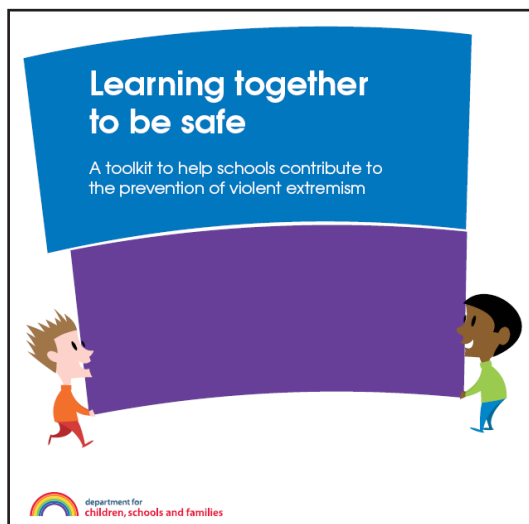
Awareness of the contents of this document may help police to understand how *Prevent* can fit with existing school processes and allow use of similar language. Ultimately, police can offer support to the school in providing the ingredients for success as well as the factors which enable a successful intervention.

Partnership through effective working relationships are key.

⁵ www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR119

Learning together to be safe

The Government published advice in 2008, ('the Toolkit'⁶) for schools in England on how they can contribute to *Prevent*:



"Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way."

Prevent Strategy, 2011

Learning together to be safe: an overview

Whilst written for school leaders, the Toolkit is useful reading for police who work with schools to understand how police can support schools. (**NB** the toolkit recommends that schools work closely with local police).

The Toolkit has an information section to help school leaders understand the threat from different forms of extremism and how young people can become radicalised; and then gives practical advice for school actions.

Much of this work involves work beyond the individual school. Police may need to work with groups at different levels for example: Local Authorities cover all children's services in an area; social services, education YOTs and education welfare services.

Children's Trusts: publish a Children and Young People's Plan to show how they will jointly improve children's lives in that local authority. Children's Trust membership usually includes police officers.

CDRPs and CSPs: senior police officers work with LAs through Community Safety Partnerships, Crime and Disorder Reduction Partnerships and Local Strategic Partnerships.

Behaviour and Attendance Partnerships: Groups of secondary schools (linked to primary schools) that develop practice to improve behaviour and attendance. Police link with such partnerships and also with local authority locality services.

The four key sections of this document are:

Leadership and Values
Teaching, Learning and the Curriculum
Pupil Support Processes
Managing Risks and responding to events

Police can help school leaders integrate *Prevent* into all aspects of school life, by developing ideas based on each of these four sections. The following pages examine each of the keys sections in more detail.

⁶ www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00804-2008

Factors that may contribute to vulnerability

School Heading:	In schools this means:	Examples of how Police can support schools by:
Leadership and Values	Running the school based on shared values of responsibility, respect, equality and understanding.	Building staff confidence; promoting pupil participation, working with school and local partners.
Teaching, Learning and the Curriculum	Arranging pupil learning (knowledge skills and understanding) which builds resilience from extremism.	Modelling positive problem solving strategies; finding external programmes which may assist the school.
Pupil Support Processes	Being confident to take prevention and response steps to protect individual pupils and communities	Briefing school on community tensions; supporting safe places for discussion of local, national global issues; involvement in Safeguarding
Managing Risks and responding to events	Understanding, monitoring risks and taking preventative action.	Helping develop school-police responses to local threats e.g. from Far Right groups threatening violence to local communities. Sharing internet safety practice.

1. Leadership and Values

Evidence shows that school leaders engage best with *Prevent* when:

- They share an understanding that at local and national level *Prevent* is about all forms of extremism;
- That *Prevent* does not suggest changes to school structure but builds on existing processes;
- That the prime focus is on
 - ✓ Promoting pupil welfare;
 - ✓ Ensuring all pupils achieve;
 - ✓ Building community cohesion.
- That effective school work on the prevention of extremism is about good leadership, good safe guarding and good community cohesion work – all strands which Ofsted inspects or which the school has a duty to promote;
- That effective multi agency and partnership work is a core support for schools in developing their contribution to *Prevent* e.g. developing school understanding about local tensions and the impact on schools.

Values are the principles which underpin how a school works and are often set out in school policy statements on school websites and in handbooks for pupils, parents and staff.

Schools plan activities in three stages.

There are opportunities for police to provide support at each stage:

Preparation: Agreeing learner goals and learner needs plus the provision of information for staff. Also providing information to parents, advising them of the activity. Consideration of personal support for pupils after the activity.

Delivery: This may include a police staff input as agreed with the school staff.

Follow Up: What support and information is available during and afterwards for pupils and staff. Evaluation of the learning outcomes by pupils and staff to inform future plans.

2. Teaching, Learning and the Curriculum

A school fully contributing to preventing extremism will have:

- A curriculum which is adapted to local needs, challenges extremist narratives and promotes human rights;
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values;
- Access to external programmes or groups to support learning while ensuring the input aligns with school goals and values.

The **Curriculum** means the way in which the school provides learning, as an overall approach to ensuring that young people become successful learners, confident individuals and responsible citizens:

Using subjects such as Citizenship or **Personal, Social and Health Education (PSHE)**;
Using dimensions such as **Identity and cultural diversity**;

Using school processes such as assemblies, school council, circle time, pastoral groups, tutor groups, extended school.

The approach of schools to the role of the curriculum in preventing extremism varies significantly – some will see it as an aspect of Religious Studies, some as PSHE, English or History.

There is no one 'right' model, but police can work with schools to help develop the curriculum by providing information, support, expertise and access to resources.

The duty on schools to promote community cohesion is helping schools develop ways to understand the communities they serve and so fulfill pupil potential and promote community development. Police can assist with this too.

Teaching and Learning means the way in which a teacher runs a lesson to achieve specific goals e.g. using class discussion which develop critical thinking skills to analyse propaganda.

94% of young people in a UK Youth Parliament survey think schools are the best environment in which to discuss extremism and the prevention of terrorism.

External programmes

Many resources have been developed for use in schools (see Section 3); police officers may help arrange these activities and, where appropriate take part. Schools and police should check for evidence that any particular programme or approach has been used successfully with pupils in similar schools.

TEACHING, LEARNING & CURRICULUM: Challenging Extremism

Lesson plans and a DVD resource pack have been created by the Getting On Together (GOT) Project for use in PSHE/citizenship lessons.

Originating in Cardiff, the GOT Project is now delivered across all of Wales, in secondary schools and colleges.

There are 4 distinct products, including a fully resourced interactive teaching programme, to facilitate open debate and critical thinking on issues central to a healthy, democratic and integrated society. GOT examines all forms of extremism.

e-mail: got.project.1@gmail.com
website: www.got.uk.net/

OUTCOMES: promotes tolerance, understanding and respect for all.

TEACHING, LEARNING & CURRICULUM: ACT NOW

Lancashire Constabulary created 'All Communities Together' – ACT NOW, for use in secondary schools and colleges.



A series of 4 lessons, explores issues connected with community tension, extremism and terrorism. Lessons are led by a trained facilitator, which can be a teacher working with a police officer within the lessons. Ideally this is an SSP or SNT officer. The officer answers questions on issues such as stop & search and what happens when someone is arrested so that better understanding is achieved, barriers between police and young people are broken down, and relationships enhanced.

Lesson 3 is a table top exercise where students take the role of counter terrorism police officers in an investigation leading up to and after an act of terror. This promotes discussion about hate crime, community cohesion and other *Prevent* issues, and also highlights the difficulties faced by police in dealing with such a complex series of incidents.

OUTCOMES: The tabletop exercise is often used as a stand alone lesson. The impact is significant: increased understanding of the impact of community tensions and enhanced understanding of the role of police in counter terrorism. Police obtain a greater appreciation of the views of the community they serve

RESPONDING TO EVENTS: Time for debate

On occasions when world events lead to violent conflict, such as happened during the 'Arab Spring' of 2011, Syria or Gaza in 2012, demonstrations against the action taken on both sides, occurred across the globe, including in the UK. This led to community tensions amongst communities with national or religious ties to those countries. Some schools used these world events as opportunities for debate and discussion, especially where there were pupils who were personally affected.

In one London school where there were significant numbers of pupils from Jewish and Muslim backgrounds, there was tension and conflict – especially at break times and between lessons where derogatory comments were made and some violence resulted.

To ease the situation and to provide an opportunity for views to be shared, the school created space during lesson time for views to be aired and debate to take place in a safe setting. SNT officers engaged in the discussions.

OUTCOMES: The head teacher reported a reduction in school tensions and a return to normal pupil behaviour. This appears to be due to the pupils' ability to voice their opinions safely, whilst any inappropriate comments were challenged. Pupils felt better informed, the school became safer and relations with police improved.

3. Pupil support and challenge

School staff should support pupils who may be vulnerable to radicalisation as part of their wider duty of care. Schools exercise this duty through pupil support, welfare or pastoral systems which means that **all staff** should be alert to risks to wellbeing and are confident in judging whether specific signs are reliable or significant in indicating vulnerability to extremism. **Some staff** will take part in routine multi agency working based on information sharing protocols. **A few staff** will have specialist knowledge or roles – for example The designated member of staff for safeguarding, or the member of the Senior Leadership Team responsible for pupil wellbeing.

Officers should be clear about the processes in the school(s) they work with and have an understanding of school safeguarding responsibilities. Refer to local guidance on information sharing and risk assessment. **Officers should ensure that their school staff know what to do if they have a Prevent concern.**

Information Sharing: The exchange of information between police and partner agencies, including schools is covered by sections 17A and section 115 of the Crime and Disorder Act 1998. Information exchanged between police and school staff should remain confidential. A local protocol, authorised by a senior police officer, and agreed with the third party that shared information is used only for its agreed purpose is useful.

Guidance: *Information sharing: guidance for practitioners and managers:*

www.education.gov.uk/publications/eOrderingDownload/00807-2008BKT-EN-March09.pdf

Guidance on sharing information for *Prevent* purposes can be found in *Channel: Protecting vulnerable people from being drawn into terrorism*: www.acpo.police.uk/ACPOBusinessAreas/PREVENT/Channel.aspx

Although the majority of young people who become involved with extremist groups do so after leaving school, there have been some cases of young people starting down a path of radicalisation while still of school age. The specialist Channel project has managed pupils thought to be at high risk but with minimal need to arrest young people of school age (see p24). This project may need to be explained to school staff.

Some pupils exhibit behaviour during their time at school which may cause concern that they are vulnerable to being attracted to extremism. For further detail on the sort of signs or behaviours that staff might consider to be a cause for concern, see the section on vulnerability (page 9).

PUPIL SUPPORT PROCESS:

Multi Agency Group

Most schools have multi agency groups at which staff meet regularly to discuss individuals from across year groups. Membership may include;

- The head of a year group or house responsible for improving behaviour and attendance issues for a section of the school;
- A Parent Support Adviser;
- The designated member of staff for safeguarding;
- The SSP officer;
- Local authority Children's Services staff as appropriate – Education Psychologist, Education welfare, targeted youth agencies.

The panel may meet very frequently to review individual cases and develop strategy. This might include inappropriate behaviour of any sort such as bullying, assaults, tensions, sexual behaviour, criminal behaviour and vulnerability. They will also focus on persistent absenteeism.

The Group may support restorative justice, referrals beyond the school to targeted or specialist services such as Youth Inclusion Support Panels, Youth Offending Team etc. The group might refer to a local 'Channel' project if available.

OUTCOMES: Early intervention and response strategies for vulnerable individual pupils or groups.

4. Managing Risks and Responding to Events

Four main types of risk have been identified; police can play a supporting role in each.

Risks	Example	Police might help by
Harmful influences on pupils from adults:	A supply teacher brings extremist material into school.	Assessing if the material is illegal and then taking protective actions.
Internet safety	Pupils accessing extremist websites promoting violence.	Providing briefings to staff on e-safety ⁷ to assist schools develop safe internet practice.
External groups using school premises	An extremist group uses a 'front' to hire school facilities for a meeting.	Assist school facilities managers in vetting new or unknown groups.
Events – local national and international	Local inter- community tensions, national Foreign Policy, counter terrorism operations – all can be used to stir up fear or hatred among vulnerable individuals.	Working with the school to provide the safe place for pupils to discuss controversial issues, promote lawful protest and make clear the legal boundaries of free speech.

84% of schools know at least something about their role in preventing violent extremism and 75% regard this role as important.

Ipsos MORI (2011)

It is an important part of growing up that young people will want to talk about political issues that they see on the television, hear their parents discuss or musicians sing about - especially if their life is directly affected.

Providing time and space for students to discuss controversial issues safely and with the support of a teacher or a police officer/PCSO is helpful. (Consider advice from a diversity officer or a Community Engagement Officer.) The officer may help to facilitate or contribute, particularly where there are discussions about hate crime or the use of stop and search powers.

RESPONDING TO EVENTS: Youth Parliament & Question Time

Youth Parliaments have been created in some schools to allow school pupils to debate topical issues, including extremism in a democratic fashion. This allows teachers and other facilitators – including police officers to participate as guest speakers or as 'experts'.

'Question Time' panels have also been held, using notable experts from the community – including senior police officers, local councillors and other community leaders. The audience is drawn from schools and is an opportunity to allow young people to air their views in a controlled environment whilst building lasting and memorable relationships.

OUTCOMES: Developed understanding of democracy, improved relationships with police and partner agencies. Better knowledge of 'mainstream' views.

⁷ The Dept for Education produced guidance on e-safety to assist police and partners; www.education.gov.uk/schools/pupilsupport/pastoralcare/b00198456/principles-of-e-safety

Local issues

Police deal with all forms of extremism. Whilst the greatest assessed threat comes from Al-Qaida influenced individuals at present, officers should be mindful of other forms of extremism such as Extreme Right groups or those willing to use violence to achieve environmental goals. Where extremist activity linked to a specific group is a significant local issue, discussions between police and school head teachers should occur. Consideration should be given to consulting with community representatives (i.e. parents) to ensure understanding of the reasons for the school taking actions with Police.

LEADERSHIP & VALUES: Seminars

In some force areas, *Prevent* awareness seminars have been held for police officers, Safer Neighbourhood Teams as well as key partners such as staff from schools and colleges. The aim is for joint responsibility for the *Prevent* agenda to be encouraged, not for a single agency to feel sole responsibility.

OUTCOMES: Improved understanding of *Prevent* and the shared responsibilities of partner agencies.

RESPONDING TO EVENTS: Pathways DVD

Pathways is a collaboration between ACPO *Prevent* Delivery Unit and Cleveland Police: an 18 minute DVD drama which helps to create debate about extremism in schools. Additional resources included, allow students to focus on the roles of individuals who might influence or divert someone who may be vulnerable to extremist influence.

More information:

www.acpo.police.uk/ACPOBusinessAreas/PREVENT/Education.aspx

OUTCOMES: Greater awareness and understanding for students in relation to the risks posed by charismatic extremists.

LEADERSHIP & VALUES: Local priorities

In one area of Hampshire, local priorities are agreed by holding public meetings – yet no school aged children attended. So community priority meetings were taken into school by the Safer Schools Police officer, where pupils explained the issues that were important to them.

On other occasions, a Council chamber was used as a setting to teach about democracy, and to vote on solutions to perceived problems. Important issues raised by school children included perceptions that extremist behaviour was prevalent across the UK, due to the emphasis given by the media. Local officers were able to provide guidance to pupils and then followed this up with engagement during PSHE lessons.

OUTCOMES: Improved relations between police and the school by improving the ability to share concerns and to influence local plans. Young people perceptively provide solutions to the problems they suggest, particularly if the problems relate to young people.

LEADERSHIP & VALUES: *Prevent* Partnership Group

A Schools *Prevent* Partnership Group has been formed in the Thames Valley, which covers the Local Authorities of Slough, Windsor and Maidenhead. This required the agreement of three LA Chief Executives and three local police commanders. The group works towards delivering a variety of *Prevent* activities for schools across the East Berkshire BCU.

OUTCOMES: The partnership created a conference for head teachers on *Prevent*, provided *Prevent* awareness training and appointed a Schools *Prevent* Coordinator who assesses what additional support is needed to deliver *Prevent* resources.

Engagement with independent schools and supplementary schools

Police forces should make efforts to engage with all parts of their communities, which include independent schools as well as providers of supplementary education.

Police may tend to engage most with those schools that request contact and least with those where demand is low or perhaps where *Prevent* discussions may be complicated by faith or ethnicity. To avoid these discussions with schools is to invite difficulties later.

Prevent falls firmly within safeguarding. All schools are required to keep their pupils safe and therefore should understand the language of safety even if there is no acceptance of problems elsewhere.

When making initial contact with a school, make efforts to understand their ethos and ask staff where police can provide help or support. Simple things such as crime prevention advice or help with a bullying issue might create trust for future work. Even where support is declined by a school, continue to offer help and invite staff to meetings where appropriate.

Independent Schools

Whilst Ofsted inspects state funded schools, the inspection of independent schools is divided between Ofsted and three independent inspectorates: the Independent Schools Inspectorate (ISI); the School Inspection Service (SIS); and Bridge Schools Inspectorates (BSI). Who inspects a school depends mainly on whether schools are members of particular associations, but the Secretary of State for Education can ask Ofsted to inspect any school at any time. Independent schools are inspected against the Independent School Standards. In line with *Prevent* commitments the standards were strengthened in January 2013 to ensure that independent schools promote fundamental British values and prohibit the political indoctrination of pupils. The Independent School Standards are available at <http://education.gov.uk/b009053/registration>.

In the same way that state funded schools may appreciate support from police in preparing for inspections, it is worth while indicating the areas that police can help. Inspection headings that police might offer help include:

- Compliance with regulatory requirements;
- The quality of the pupils' achievements and learning;
- The contribution of curricular and extra-curricular provision;
- The spiritual, moral, social and cultural development of the pupils;
- The contribution of arrangements for pastoral care;
- The contribution of arrangements for welfare, health and safety;
- The effectiveness of arrangements for welfare and safeguarding.

Further information can be found: www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-independent-schools

CASE STUDY: **West Midlands – Citizenship lessons**

A secondary school in Birmingham contacted Security and Partnership officers with concerns about racial disagreements. Officers completed an assembly to the pupils on racism to support community cohesion within the school. To sustain this cohesion officers have designed a schedule of WRAP inputs for year groups through the year.

OUTCOMES: Reduced racial tensions and reduction in reported hate crimes.

Supplementary schools

Supplementary schools offer out-of-school-hours educational opportunities for children and young people, many of whom come from minority ethnic communities. It is estimated that there are around 5,000 supplementary schools in Britain. They are usually established by community groups and run by volunteers. These may provide opportunities for police to engage with children in a less formal setting but also to provide support to staff, for example with safeguarding.

Faith based provision for children to learn about the characteristics, tenets and requirements of their faith is common to all major faiths – for example Christian Sunday schools, classes for Jewish children to learn the Torah, as well as madrassahs for Muslim children. Madrassahs are a type of supplementary school where Islamic and Qur'anic studies take place. There are around 2,000 madrassahs in the UK attended by more than 250,000 Muslim children. But this estimate is likely to exclude madrassahs that operate from private homes.⁸

Madrassahs vary in teaching style and time commitment. Many offer little teaching beyond learning of Arabic and reciting passages from the Qur'an while some provide a wider programme of religious studies. Students can spend up to 15 hours a week at a madrassah, in order to learn a new language (Arabic) and to memorise long passages of text. They are mostly staffed by volunteers rather than trained Imams.

Madrassahs are just one part of a diverse range of cultural and religious supplementary schools in the UK, many of which have language learning as a core component of the curriculum. These supplementary schools form one subsection of the wider group of organisations that provide out of school activities for children, for example sports teams and Scout groups.

CASE STUDY:

West Midlands – Meet the Police

An Islamic school in Birmingham which is linked to a mosque and a bookshop, and had been subject to negative press comments, has conducted a number of 'meet the police' sessions with Security and Partnership officers. This has involved the uniformed officers engaging with pupils about police work, presenting themselves as the people behind the uniform. They answered questions concerning police work generally, counter terrorism policing and *Prevent*. In a staged approach, the first session dealt with general introductions before a second input, which concerned more contentious issues such as CT conspiracies and local rumours about terrorism arrests. Staff at the school are very supportive of the inputs, recognising the need for this level of *Prevent* engagement.

OUTCOMES: Greater confidence by teaching staff of police involvement in school. Confidence by students to engage with police and willingness to discuss important issues.

⁸ Inside Madrassas – Understanding and engaging with British-Muslim faith supplementary schools, IPPR (2011)

Channel

Objective two of the *Prevent* Strategy is to 'Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support'.

Channel is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorist-related activity. Channel works in a similar way to existing successful partnership initiatives which aim to safeguard individuals who are vulnerable and protect them from harm, such as initiatives concerned with drugs or involvement in knife and gun crime.

The process provides a mechanism for safeguarding vulnerable individuals by assessing the nature and extent of the potential risk they face before they become involved in criminal activity and, where necessary, provide a support package tailored to an individual's needs.

Partnership involvement ensures that those at risk have access to a wide range of support ranging from mainstream services, such as health and education, through to specialist mentoring or faith guidance and wider diversionary activities.

All schools have a member of staff who leads on safeguarding (sometimes referred to as a child protection lead). This member of staff should be familiar with Channel and how to refer pupils. Teaching staff can obtain more information about Channel from their Local Children's Safeguarding Board. Police officers and staff can find out more about Channel locally by contacting their *Prevent* team.

Channel Case Study

A 15 yr old school pupil told staff that he supported Al-Qaida and that he wanted to attend a terrorist training camp. He also divulged that he viewed extremist material on the internet and that he had spoken with people online about terrorism. The student was referred to Channel and subsequent research identified numerous vulnerabilities, including, learning difficulties, impaired hearing and Asperger Syndrome and exposure to domestic violence.

A multi-agency safeguarding meeting was arranged with representatives from: Children Services, the school, health and SENCo (Special Educational Needs Coordinator), after which a multi-agency plan was agreed to support parenting skills, such as setting boundaries and answering their son's questions about his religious beliefs. Channel provided the school with resource packs including lesson plans, to address issues of extremism and radicalisation. The support of additional agencies was identified and referrals were made to Children and Mental Health Services (CAMHS), the Family Intervention Service (FIS).

Channel Case Study

A 13 yr old pupil began drawing swastikas on exercise books, desks and walls and also using racist language. Teachers independently noted this but no referral was made until a youth worker at a club the pupil attended, also observed this behaviour.

The Channel team was advised, then multi-agency information was collected. The pupil's father was in prison for racist violence whilst his mother was a drug user. The boy had made contact with a violent white supremacist group who appeared to be radicalising him.

A multi-agency plan was approved to support parenting skills, to deliver a strong counter-narrative and to provide positive role models

Examples of vulnerable behaviour identified in schools

These are genuine examples - not an exhaustive list.

Openly anti-Christian, anti-Muslim and anti-Semitic words and behaviour.

Artwork depicting acts of violence, particularly associated with extremist violence.

Students glorifying acts of terrorism.

A desire to attend a terrorist training camp.

A religious convert who had also joined a street gang, using inappropriate language in school.

Expression of far right racist views.

A child with a strong criminal influence speaking openly of wishing to visit Iraq to kill Americans.

Graffiti on school books supporting extremist violence.

Possession of a video on a mobile phone, showing a beheading.

Aggressive behaviour towards fellow students and disrespectful behaviour to staff particularly towards female members of staff.

Drug use by a school pupil who was a religious convert and had insecure family relationships.

A student with mental health issues who associated with others who held extreme views.

A strong desire to possess guns and knives and be part of a gang.

Recommendations for police:

- Be familiar with force Channel reporting mechanisms;
- Liaise regularly with the safeguarding lead (or lead for child protection) at the school(s) you work with;
- Ensure safeguarding staff are familiar with Channel;
- Suggest 'Behaviour & Welfare Panels within school that police attend;
- Suggest a protocol for school staff that encourages informal reporting of behavioural concerns to the school lead for safeguarding;
- Consider reassuring staff that Channel supports vulnerable young people in the same way that young people are supported against other influences;
- Brief staff on community tensions which might impact on school or student life;
- If appropriate, encourage school Safeguarding leads to be aware of the Channel toolkit and the Channel Vulnerability Framework.

Further information on Channel:

www.gov.uk/government/publications/channel-guidance

and

www.gov.uk/government/publications/channel-vulnerability-assessment

SECTION 3: EXAMPLES OF SCHOOL ACTIVITIES WHICH SUPPORT PREVENT

The following table provides examples of activities which have been used by schools and police forces across the UK; all forms of extremism may be approached by using similar activities. References are made to the school headings described in pages 16-20. It is crucial that schools appreciate the benefits of undertaking these activities. Important to police performance is to understand how each activity supports *Prevent* objectives – as suggested below. This table should assist teachers and police to agree which activities are most appropriate to a school. Schools should lead in managing activities; the final column suggests which police role could support.

	SUGGESTED ACTION	EXAMPLE	SCHOOL HEADINGS	SUPPORTS PREVENT OBJECTIVE	SUPPORTED BY
1	Prevent awareness seminars.	<i>Seminars for police, teachers & Local Authority staff, raising awareness of Prevent, improving knowledge of violent ideologies, increasing understanding of aspects of religion and focussing on vulnerability.</i>	Managing risks & responding to events Pupil Support Processes Leadership & values	Objective 1 Objective 2 Objective 3	Police command/ SNT Officers & Force training.
2	Faith awareness training for teachers	<i>Awareness training, providing teachers with confidence to speak to and challenge students about views on religion, including Islam.</i>	Leadership & values Teaching, Learning & the Curriculum	Objective 1	Police command, Director of Children's Services & head teachers
3	Create an education Prevent Board or steering group to target <i>Prevent</i> issues in education in a specific locality.	<i>Links between schools, colleges and universities are made at an education Prevent board. This consists of key staff who discuss Prevent vulnerability plus engagement with police.</i>	Leadership & values Managing risks & responding to events	Objective 2 Objective 3	Police command, school heads & FE leads.
4	Develop an action plan for schools in safety and cohesion and make ' Safe School ' awards.	<i>Local Government, police and education partners create a school award; encourages schools to create firm structures on Prevent & community cohesion.</i>	Leadership & values Teaching, Learning & the Curriculum	Objective 2 Objective 3	Director of Children's Services with police command.
5	Create Prevent coordinator for secondary schools.	<i>A member of staff to coordinate Prevent in schools in a locality or region.</i>	Leadership & values Managing risks & responding to events Pupil Support Processes	Objective 2 Objective 3	Police command
6	Create a Youth Police Academy	<i>Based in school, officers invite year 6 children who are considered vulnerable to victimisation and bullying, to join a youth police academy. Inputs from police, fire and ambulance services.</i>	Managing risks & responding to events Pupil Support Processes	Objective 2 Objective 3	SSP officers SNT officers
7	Police involvement in Ofsted inspection briefings	<i>All schools are subject to inspections; some head teachers have involved SSP officers in briefing their staff on plans for the coming year which increases understanding of the school issues and allows police input into these plans.</i>	Leadership & values Managing risks & responding to events Pupil Support Processes	Objective 3	SSP officers

8	Agree local reporting mechanisms between schools & Police	<i>Ensure communication links (specifically the reporting of vulnerability) between schools, SNTs, SSPs & CTIUs are agreed.</i>	Managing risks & responding to events Pupil Support Processes	Objective 2 Objective 3	Police command/ Sector Inspector
9	Produce lesson plans for use in schools. Example: See also the Calderdale model – ‘Things Do Change’. www.thingsdochange.org/	<i>Police assist schools to create lesson plans, with planned SPP/ SNT attendance during PSHE lessons to support teachers in delivery of key Prevent issues. Lessons could include discussions on stop & search or ‘when does a terrorist become a freedom fighter?’; ‘Is Islam given a fair hearing by the media?’</i>	Teaching, Learning & the Curriculum Leadership & values Pupil Support Processes	Objective 2 Objective 3	Police command with SSP or SNT officers with head teachers & other partners
10	Produce a communications strategy for Prevent work in schools.	<i>Police in partnership with the LA produce a communications strategy which structures how each Prevent activity is communicated to students, parents, teachers etc RICU (Research Information & Communication Unit) can assist: ricu@homeoffice.gsi.gov.uk</i>	Leadership & values	Objective 3	Police Media & Communications Dept with local authority & RICU
11	Conference for schools - to draw together associated themes and projects in relation to Prevent.	<i>A conference with head teachers and key staff (including police) to discuss how Prevent can be included in schools and how links with police can be developed.</i>	Leadership & values Managing risks & responding to events	Objective 1 Objective 2 Objective 3	Police command/ Sector Insp plus SSP/SNT Officers
12	Conduct a needs assessment of schools on a risk matrix to identify vulnerability.	<i>An assessment of vulnerability for schools, allowing the institutions which are considered most vulnerable to access police resources as appropriate.</i>	Leadership & values Managing risks & responding to events Pupil Support Processes	Objective 2 Objective 3	Police command/ Sector Inspector
13	Training packages produced for Safer Neighbourhood & Safer School Partnership officers.	<i>Forces have created tailored training for their own needs – some call it Intelligence & Community Engagement (ICE) training. Some education partners are invited.</i>	Managing risks & responding to events Leadership & values Pupil Support Processes	Objective 2	Police command with Force training
14	Create an interactive DVD and website on Prevent issues www.preventforschools.org/	<i>A DVD for use in schools and a public website which promotes discussion on PVE issues and encourages interaction with local Police.</i>	Pupil Support Processes Managing risks & responding to events Teaching, Learning & the Curriculum	Objective 1 Objective 2 Objective 3	Sector Insp with Force training
15	Develop and deliver lessons to pupils on internet safety e.g. ACPO’s Internet Safety	<i>Lessons, incorporating case studies which deal with grooming and radicalisation.</i>	Pupil Support Processes Managing risks & responding to events Teaching, Learning & the Curriculum	Objective 1 Objective 2 Objective 3	Teachers with support from police officers/ staff.

16	Create Internet safety guidance for parents	<i>Teachers, supported by police provide a presentation to parents, which advises on internet safety and explores areas of concern.</i>	Leadership & values Managing risks & responding to events Pupil Support Processes	Objective 2 Objective 3	SSP officers SNT officers
17	Use ' SHARP ' on school webpages http://thesharp.system.com/	<i>School Help Advice Reporting Page (SHARP) is added to the school intranet and internet site to</i> 1. Educate on behaviour which affects schools – bullying, health, community issues, weapons and hate crime. 2. Communicate messages to young people 3. Gather information on incidents in school and the local community.	Managing risks & responding to events Pupil Support Processes Leadership & values	Objective 2 Objective 3	School head with SSP or SNT support
18	Publication of a youth magazine	<i>Magazine for pupils with attractive stories about football, music and fashion. Advice on issues such as bullying, racism & other vulnerability issues are featured with a low key emphasis on extremism. Delivered by PCSOs.</i>	Pupil Support Processes Managing risks & responding to events Teaching, Learning & the Curriculum	Objective 2 Objective 3	Sector Insp, SNT Officers, SSP Officers.
19	Create youth council or Parliament to debate topical issues such as extremist behaviour.	<i>A democracy exercise which culminates in debates relating to Prevent</i>	Managing risks & responding to events Teaching, Learning & the Curriculum	Objective 1 Objective 2 Objective 3	SSP Officer or SNT Officer
20	Arrange ' Question Time ' in school – like the BBC TV show but with local personalities. Allow debate and sharing of views with police contribution.	<i>Local key figures (senior police officers, local Councillors, MP etc) invited to a live debate, with pupils, staff & potentially parents in the audience.</i>	Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum	Objective 1 Objective 3	SSP Officer or SNT Officer
21	Bring local schools together for debate on similarities & differences	<i>Pupils from schools from different faith & communities brought together for debate. Can lead to greater understanding & empathy. Also students from different schools studied notable figures such as Nelson Mandela, Martin Luther King, Martin McGuinness and Osama Bin Laden. Students then came together for a debate based on 'one man's freedom fighter is another man's terrorist'.</i>	Managing risks & responding to events Teaching, Learning & the Curriculum Leadership & values	Objective 1 Objective 3	SNT/SSP officers
22	School pupils contribute to Police neighbourhood priorities ; SSP or SNT facilitate a meeting of pupil representatives	<i>Public meetings for young people where views on local issues can be expressed. (May be held in school or elsewhere.) This mechanism encourages pupil responsibility for their neighbourhood & also provides a forum to discuss Prevent.</i>	Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum	Objective 3	SSP Officer or SNT Officer

23	Develop Key Individual Networks (KINs) within school.	<i>School version of community KINs. Pupils who are asked for comment on topical issues.</i>	Leadership & values	Objective 1 Objective 3	SSP Officer or SNT Officer
24	Create Independent Advisory Groups (IAGs) within school and the wider community.	<i>School versions of community IAGs. When a critical incident occurs, representatives are briefed by Police to allow dissemination of information to younger people.</i>	Leadership & values Managing risks & responding to events	Objective 1 Objective 3	SSP Officer or SNT Officer
25	Invite external speakers to discuss Prevent related issues in schools.	<i>Speakers invited into school to encourage debate on Prevent issues.</i>	Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum	Objective 1 Objective 3	SSP with school head
26	Use ' Getting on Together ' (GOT Project) www.got.uk.net/	<i>Curriculum based discussion project, encouraging classroom debate on issues relating to Prevent – from bullying and hate crime, to community cohesion and extreme behaviour.</i>	Managing risks & responding to events Teaching, Learning & the Curriculum Pupil Support Processes	Objective 1 Objective 3	SSP Officer or SNT Officer
27	Use a computer game which promotes community cohesion and develops empathy.	<i>Police in partnership with a software company and a University developed 'Choices & Voices' for use in schools. The game is supplied with lesson plans and links further discussion & work. Police can support teachers in lessons.</i>	Teaching, Learning & the Curriculum Leadership & values Pupil Support Processes	Objective 1 Objective 3	SNT Officers, SSP Officers.
28	Deliver ' ACT Now '	<i>A series of 4 lessons, including a 2 hour table top exercise where students take the role of counter terrorist police in an investigation leading up to and after an act of terror. This promotes discussion about hate crime, community cohesion and other Prevent issues.</i>	Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum	Objective 1 Objective 2 Objective 3	SNT Officers, SSP Officers.
29	Use performance art – such as 'Hearts & Minds' 'Not in my name' 'On the Edge', 'One Extreme to the Other'. 'Game On' (Drama & Sport)	<i>Theatre productions whose performances focus on extreme behaviour are invited into school. Police attend with the students & support discussions of the content afterwards. Police can facilitate discussion around pertinent areas such as hate crime, weapons, stop & search.</i>	Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum Pupil Support Processes	Objective 1 Objective 3	SSP Officers, SNT Officers.
30	Create a Parenting skills course	<i>A course for parents led by YOT at which partner agencies provide input and invite discussion about areas of vulnerability such as drugs, weapons, alcohol and extreme behaviour.</i>	Leadership & values Managing risks & responding to events Pupil Support Processes	Objective 2 Objective 3	YOT, SSP officers SNT officers
31	Suggest a Behaviour & Attendance Panel in school	<i>A panel of school staff which may include police, who meet to discuss behavior and attendance concerns amongst pupils. This may lead to school interventions to provide support.</i>	Leadership & values Managing risks & responding to events Pupil Support Processes	Objective 2 Objective 3	SSP officers SNT officers

32	Suggest Pupil briefings	<i>In many schools, staff briefings occur regularly. In some schools, pupil briefings are held, during which young people advise teachers of the issues currently of concern to school pupils.</i>	Leadership & values Managing risks & responding to events Pupil Support Processes	Objective 3	Not police
33	Use a course such as Discrimination By Diversity	<i>A workbook resource and optional residential for young people who are vulnerable to involvement with racially aggravated crime. The young people work together with others of different views and backgrounds.</i>	Managing risks & responding to events Teaching, Learning & the Curriculum Pupil Support Processes	Objective 1 Objective 2	SSP officers SNT officers
34	Suggest a Hobby Club (e.g. Cookery)	<i>A weekly club led by Youth Services, attended by SNT officers with young people who are considered vulnerable invited – to cook, eat and talk about issues of concern. Creates opportunities to build relationships with young people and to reduce their vulnerability.</i>	Leadership & values Teaching, Learning & the Curriculum Pupil Support Processes	Objective 2	SNT officers
35	Use Pathways DVD	<i>An 18 minute drama about 2 people: one is a white male who becomes involved with a white supremacist group; the other is an Asian male who is influenced by a Muslim group which promotes racial hatred. Encourages debate.</i>	Leadership & values Managing risks & responding to events Teaching, Learning & the Curriculum Pupil Support Processes	Objective 1 Objective 2 Objective 3	SSP officers SNT officers

SECTION 4: NEXT STEPS

Police Rank or Role	Police working with schools
BCU or Sector Commander	<p>Building partnership working</p> <ul style="list-style-type: none"> • Make those involved with the local <i>Prevent</i> plan aware of this document; • Develop a rationale for engagement in schools with partners; • Consider including a paragraph on <i>Prevent</i> in SSP partnership protocols. Responsibility for the structure and delivery of <i>Prevent</i> work lies with the school, supported by the police and other partners; • Agree protocols for sharing information for <i>Prevent</i> purposes in line with the available guidance. <p>Police strategy</p> <ul style="list-style-type: none"> • Consider linking LSP and CDRP/CSP strategies with <i>Prevent</i> activities in school; • Develop a partnership agreement between local stakeholders such as the Director of Children’s Services and the Local Authority to support the aims of <i>Prevent</i>; • Assist the local authority to carry out a needs assessment of <i>Prevent</i> support for schools, drawing on the CTLP. <p>Training needs</p> <ul style="list-style-type: none"> • Consider briefing those officers who are responsible for policing of schools, in the contents of this document and encourage officers to read and discuss the contents of the Government Toolkit with appropriate school staff – including the head teacher; • Develop reporting mechanisms for vulnerability. Encourage supervisors to develop relationships with SB and/or the force contact with the regional CTU; • Consider training for officers whose role includes facilitation and class room discussion.
Safer Neighbourhood Sergeant	<p>Work with Partners</p> <ul style="list-style-type: none"> • Develop relations with Special Branch and know how to contact the regional CTU; • If you have responsibility for a SSP officer, encourage the officer to engage fully with school mechanisms and to stimulate discussion around vulnerability. If possible, the SSP officer should be aware of all school reports of vulnerability; • Encourage as much engagement with the schools under your responsibility as possible. Encourage SSP officers to update response officers on school issues especially student vulnerability and community tensions. <p>Police Teams</p> <ul style="list-style-type: none"> • Liaise with the command team to ensure activities fit with LSP and CDRP/CSP strategies; • Be familiar with the contents of this document, particularly with what vulnerability means; • Encourage your staff to read and understand the contents of this document. <p>Actions</p> <ul style="list-style-type: none"> • Develop information sharing and local submission of intelligence; • Consider using some of the actions suggested in section 3 and also encourage training to develop skills for work with schools where appropriate.

Police Rank or Role	Police working with schools
Safer Schools Partnership Officer	<p>School engagement</p> <p>Be familiar with the contents of this document and also with the Government Toolkit – <i>Learning Together to be Safe</i>;</p> <ul style="list-style-type: none"> • Develop strong links with key school staff who are familiar with issues of vulnerability in students; • Be familiar with school reporting mechanisms, and, subject to agreement with the head teacher, have a role in discussions relating to vulnerable pupils. <p>Programmes</p> <ul style="list-style-type: none"> • Consider using some of the actions and programmes in Section 3; • Review how your role as an SSP officer can support: <ul style="list-style-type: none"> ✓ Leadership and values; ✓ Teaching Learning and curriculum work of the school; ✓ Pupil support and challenge. ✓ Managing risks and responding to events. <p>Safeguarding</p> <ul style="list-style-type: none"> • Be familiar with the term 'vulnerability' and engage regularly and as fully as possible with the school(s) under your responsibility; • Ensure mechanisms are in place for sharing information and agreeing multi-agency support for vulnerable pupils; • Be prepared to brief response officers on issues at your school(s) and to ensure that they are kept updated; • Engage with school staff to share understanding of local tensions and issues.
Safer Neighbourhood Constable or PCSO	<ul style="list-style-type: none"> • Be familiar with the contents of this document and also with the Government Toolkit; • Be familiar with the term 'vulnerability' and engage regularly and as fully as possible with the schools under your responsibility; • Develop strong links with key school staff who are familiar with issues of vulnerability in students; • If your role includes visiting classrooms, consider additional training to develop your skills.
Response Officer	<ul style="list-style-type: none"> • Response officers should be familiar with issues at schools in their patrol area. Liaison with SSP officers and SNT officers is encouraged; • In dealing with pupils or incidents at a school, response officers should be mindful of consulting with officers who may have specialist knowledge of an individual or issue.

All officers are reminded to complete up to date information records to help manage the processes set out in this guidance.

TEACHING, LEARNING & THE CURRICULUM: Internet Safety

A resource containing lesson plans, short films and resources for pupils aged 5+, has been created by the ACPO *Prevent* Delivery Unit. The Toolkit includes material from *Staying Safe on the Internet* (2010) as well as products from Digital Disruption and CEOP. For use by teachers, parents or police in a school or youth group setting. Sessions can be tailor made to vary in length.



OUTCOME: Greater awareness and understanding for students in relation to the risks posed by the internet as well as improved critical analysis of media and internet content.

Citizenship lessons

CASE STUDY: West Midlands – Citizenship lessons

A Secondary School in Birmingham receives *Prevent* lessons as part of the Citizenship programme for year 9 and above. The lessons cover the role and responsibilities of the CTU and the purpose of the CONTEST strategy, with emphasis on *Prevent*. Security and Partnership officers explain the different types of terrorism and discuss significant case studies, such as Nicky Reilly. Lessons provide opportunities to offer advice on matters such as online safety to help mitigate the risk of extremist use of the internet.

OUTCOMES: Improved liaison with staff and students. Internet vulnerability reduced.

CASE STUDY: Greater Manchester

The conflict in Gaza between Israeli forces and Hamas led to violence which was widely and graphically reported.

Pupils at a high school in one of the Greater Manchester local authority areas circulated images on mobile phones showing propaganda from extremist web sites, including images of beheadings. School staff became aware of this as the circulation became widespread amongst pupils.

Work with the local authority *Prevent* Lead to raise school awareness about the dangers of circulating this propaganda was initiated. The result was the provision of whole school and small group opportunities to debate the issues brought up by the conflict and guided opportunities to explore the history and experience of those involved in the conflict.

Training was delivered by the local authority *Prevent* Lead and the police education *Prevent* lead to teachers and other staff at the school to increase awareness of the issues brought up in high schools; to boost confidence of staff to engage young people in discussion around *Prevent* and to offer whole school approaches to reduce the likelihood of young people becoming radicalised (either by a radicaliser or 'self radicalised' in the school)

Training was subsequently delivered to all schools in the local authority area.

OUTCOMES: No further examples of circulated extremist images in schools were identified in that local authority. Additional training was then delivered to reflect changes in the landscape of *Prevent*, looking particularly at the ideologies of white extremist groups.

CASE STUDY: Greater Manchester

In the GMP area, schools are assessed on the level of support that a partnership between school and the police might offer. The assessment involves a formula of need based on the diversity of the communities in which the school sits, existing tensions and a combination of demographic and individual issues.

Police officers and PCSOs who work in schools are SNT officers; this embeds their work, and the school, firmly in the Police and Communities Together (PACT) structure. Training is provided for SNT staff who work with schools and also for school staff. This is based on roles and expectations in school, for example, some officers have been trained in the management of meetings with head teachers, particularly in explaining the context of *Prevent* for a school. Police working in schools are expected to support teachers in facilitating lessons in areas appropriate to their role and experience, but the protocol is explicit: police should not lead or teach lessons.

Training for teachers has been offered in each local authority, to help develop the confidence to engage with *Prevent*, to highlight the DCSF toolkit and to offer practical tools for teachers to use in the classroom.

GMP and their partner agencies have also provided resources for schools which support community cohesion and *Prevent*. The resources contain a background to *Prevent* in education, lesson plans and teaching resources, and information for teachers to help them understand the links between *Prevent* and the Ofsted inspection framework.

OUTCOMES: Police are more embedded within the school management structure and are well trained to support teachers. Teachers feel more confident in dealing with sensitive issues.

CASE STUDY: West Yorkshire – Parenting course

The YOT in Kirklees developed a parenting course run over five sessions at which five partner agencies including health, Barnardos and the police provide input around parents, children and the law focusing on topics of concern to parents such as ASB, drugs, alcohol, e-safety and weapons. The course is interactive, with experience sharing amongst parents encouraged.

OUTCOMES: Increased confidence amongst parents to deal with vulnerability of their children and to air grievances that arise.

PUPIL SUPPORT: West Yorkshire – Internet Presentations

In Kirklees, teachers in partnership with police officers created a presentation for use with an audience of parents: providing guidance on internet safety and raising awareness of vulnerabilities to online dangers, including via mobile phones. The presentation links to youth vulnerability towards radicalisation and covers all forms of extremism.

OUTCOMES: The presentations have been well received by parents, with feedback indicating a significant drop in the access of extremist websites and a halt to sharing of extreme videos via mobile phone.

CASE STUDY: West Midlands – Education Prevent Steering Group

A multi-agency partnership in Coventry has established an Education *Prevent* Group, which meets termly and ensures that specific actions which relate to education are delivered, evaluated, time frames set and resources allocated.

A specific action from the group included the development of a referral poster for Schools, Youth Service and Youth Offending Teams to maintain awareness of key *Prevent* messages.

OUTCOMES: Improved working relationships between partners.

CASE STUDY: Bristol – Musical lessons in *Prevent*

Avon and Somerset Police have encouraged schools to use a local singer, songwriter and poet to develop discussions about tolerance, difference and understanding.

Different sessions exist for pupils aged 9 to 18, allowing a range of age-appropriate issues to be developed.

OUTCOMES: Greater harmony amongst school pupils, stronger links between police and schools.

CASE STUDY: West Midlands – XRW and gang influence

West Midlands officers received referrals to a secondary school which focused on nationalist groups and extreme right wing ideologies. A comprehensive engagement plan for the school was initiated by Security and Partnership officers which includes the provision of 'Project: Rewind' and the delivery of WRAP to staff. The CTU also recognised that pupils are vulnerable to gang influences and arranged inputs from guest speakers as well as specialist police officers.

OUTCOMES: Reduction in whole-school vulnerability and improved relationships between police and pupils.

CASE STUDY: West Midlands – CTLP Briefing

In 2011 the CTU embarked on a multi agency problem solving approach, supporting the national Troubled Families agenda and traditional Police Public Protection safeguarding principles.

Head Teachers were briefed on key CT issues in the city, which helped raise awareness of the local CT landscape. In turn, this supported partner agencies to identify children with potential extremist views and behaviours for further intervention and support work.

OUTCOMES: Improved working relationships between partner agencies and improved referral mechanisms to Channel.

CASE STUDY: Internet Safety Lessons

Hampshire Constabulary has trained all 330 PCSOs to deliver Personal Internet & Cyber Safety (PICS) lessons in primary schools, secondary schools and to parents.

Subjects covered include: social media, online grooming, cyber bullying, chat rooms, mobile phones and internet games.

The lessons are interactive and engaging for all school pupils from Year 5 upwards – as they are adaptable to suit different age groups.

Over 3 years, Hampshire PCSOs plan to deliver PICS to 100,000 school pupils.

OUTCOMES: Improved awareness of online safety concerns for pupils, teachers and parents. PICS has potential to prevent vulnerable children from being groomed towards sexual abuse, radicalisation towards extremism as well as preventing and detecting crimes.

More information:

www.hampshire.police.uk/internet/advice-and-information/general/online-safety

Summary of Key Messages within this guidance

- » Trust and confidence between school staff and neighbourhood police teams is crucial so that early conversations take place on matters of concern.
- » Referral mechanisms exist and there should be a dedicated point police contact for each school.
- » The role of the police is to support schools with implementing the toolkit for schools.

CASE STUDY: Facebook page

The West Midlands CTU created a Facebook page dedicated to *Prevent* in order to enhance their engagement with the community, particularly with young people. The Facebook page is used to promote the daily neighbourhood-type policing work carried out by Security and Partnership officers, interspersing the posts with reminders about national work such as the CTIRU. The page is promoted through the ongoing engagement work within schools.

OUTCOMES: Improved communication with young people and improved awareness of police *Prevent* work.

The 4 Rs

Risk

School pupils occasionally indulge in risk taking behaviour;

Responsibility

School staff are responsible for minimising risk and police can provide assistance;

Referral

Effective information sharing protocols assist schools and police to discuss concerns;

Relationships

Strong working relationships ensure that referrals are dealt with, responsibility is maintained and risks are minimised.

Good relationships between police and schools, help to minimise risk, which keeps children and the community safe.

Appendix A: Prompts for further action for police working with schools.

Actions will be based on strategic understanding between police and schools, understanding of local circumstances and building effective working relationships between police and school staff

Developing leadership and values

- Work with school leaders, including Governors, on *Prevent* and aspects of the Government toolkit;
- Provide briefing on forms of extremism affecting local communities;
- Agree role of police in relation to Curriculum, Pupil Support and Managing Risk;
- Support the school's work on community cohesion;
- Work with school partnerships on pupil wellbeing, Safeguarding, Community Cohesion and *Prevent*;
- Support school links with local community and faith groups;
- Suggest information or resources which build staff confidence to deal with sensitive issues.

Teaching, Learning and the Curriculum

- Be aware of school PSHE/citizenship curriculum arrangements and provide support where community cohesion and *Prevent* issues are discussed;
- Depending on police staff confidence - offer to contribute to large group, small group or individual work on local risks to young people, conflict resolution, and peaceful protest;
- Model ways to resolve conflict, repair harm, restore relationships (restorative approaches);
- Support the positive role of pupils
 - » As peer mediators
 - » By hearing and responding to their views

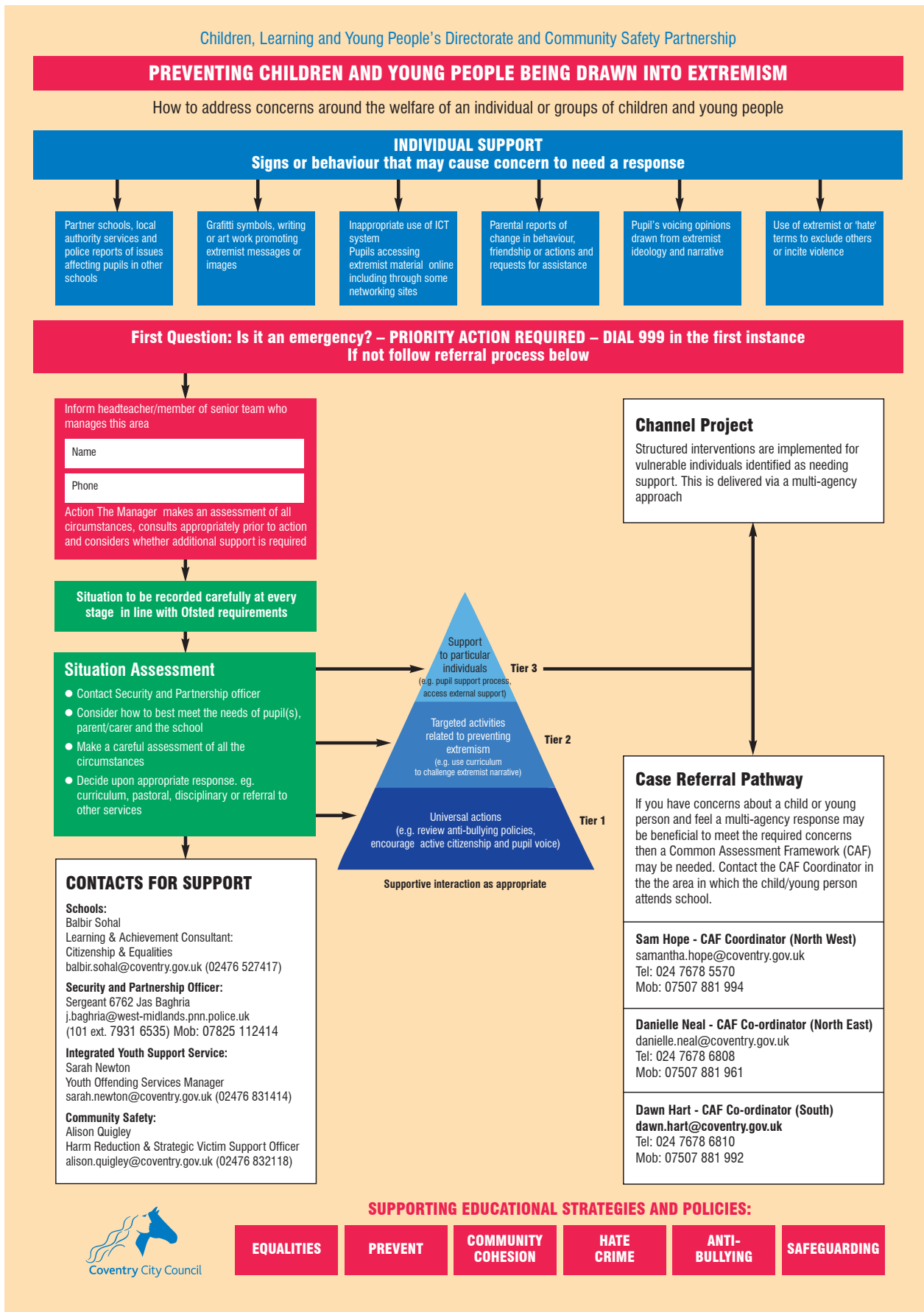
Developing Pupil Support Systems

- Be clear about existing police contribution to the school multi agency work e.g. year team leaders and staff working with children's services and identify the contribution of specialist *Prevent* input;
- Offer briefings and training for Pupil Support staff, including multi agency partners;
- Identify the single point of contact in school should there be heightened concerns about specific pupils. This is likely to be the designated member of staff leading on safeguarding children. Clarify procedures for information sharing;
- Agree procedures for police engagement should a concern arise for pupils, their siblings, families or communities.

Managing risks and responding to events

- Be ready to advise school staff on specific risks, signs which might be indicators of risk to pupils or others;
- Develop an agreed understanding of tension monitoring and the sharing of understanding and knowledge of potential risks;
- Work with the school to ensure IT protection systems are in place;
- Gather information and good practice from local *Prevent* leads and Special Branch and share with schools;
- Work with the school to review the school emergency plan to include post- event actions.

Appendix B: Example of staff room poster, advising referral and information sharing.



Abbreviations

ACPO	Association of Chief Police Officers
BCU	Basic Command Unit
BME	Black or Minority Ethnic
CAF	Common Assessment Framework
CDRP	Crime & Disorder Reduction Partnership
CONTEST	Counter Terrorism Strategy
CSP	Community Safety Partnership
CTLP	Counter Terrorism Local Profile
CTIU	Counter Terrorism Intelligence Unit
CTU	Counter Terrorism Unit
DfE	Department for Education
LSP	Local Strategic Partnership
Ofsted	Office For Standards in Education, Children's Services & Skills
PCSO	Police Community Support Officer
PSHE	Personal, Social and Health Education
RICU	Research Information & Communication Unit
SNT	Safer Neighbourhood Team
SSP	Safer Schools Partnership
YOT	Youth Offending Team

Further Reading

Principles of e-safety:

www.education.gov.uk/schools/pupilsupport/pastoralcare/b00198456/principles-of-e-safety

Internet safety tools and resources:

www.thinkuknow.co.uk/Teachers/

Engaging with madrassahs:

www.scribd.com/doc/74528001/

Inside-Madrassas-Understanding-and-engaging-with-British-Muslim-faith-supplementary-schools

Channel

www.gov.uk/government/publications/channel-guidance

and

www.gov.uk/government/publications/channel-vulnerability-assessment

ACPO(TAM) *Prevent* and Education

<http://www.acpo.police.uk/ACPOBusinessAreas/PREVENT/Education.aspx>

If any further information is needed for any of the content of this guidance, or if you wish to share current practice, please contact the ACPO *Prevent* Delivery Unit;

020 7084 8776 or
prevent@acpo.pnn.police.uk

The following link has more detail on *Prevent*:

www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent

