



PREVENT, POLICE and SCHOOLS

Guidance for police officers
and police staff to help
schools contribute to the
prevention of violent extremism

Protective marking:	Not protectively marked
FOIA Exemption:	No
Suitable for publication scheme:	Yes
Title:	<i>Prevent</i> , Police and Schools: Guidance for police officers and police staff to help schools contribute to the prevention of violent extremism.
Version:	1.0
Storage:	www.pnct.pnn.police.uk/prevent.html
Relevant to:	Police at all levels working in partnership with schools.
Disseminated to:	Regional <i>Prevent</i> Coordinators Neighbourhood police teams Safer School Partnership officers BCU Command teams
Summary:	Guidance for police who work with schools, providing an overview of CONTEST and <i>Prevent</i> , an explanation of the school context and suggested activities for police and schools to create in partnership.
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Publication Date:	December 2009

Handling Instructions

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This document may be disseminated to outside agencies/partners but should be read alongside referenced material.
This cover sheet must not be detached from the document to which it refers.

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Foreword

Schools have an important part to play in preventing violent extremism. The *Prevent Strategy and Delivery Plan* (2008) which sets out the policing response to the prevention of terrorism and violent extremism has a number of references to education contained within it. Recent history shows that young people may be vulnerable to radicalisation. Just as schools can play a role in educating young people about risk, they offer opportunities to help young people understand the risks associated with violent extremism and to develop the knowledge and skills to be able to challenge extremist arguments. Teachers are also well placed to identify needs and support the welfare of individual pupils who may be particularly vulnerable, working in partnership with other local agencies.

In 2008, the Department for Children, Schools and Families (DCSF) published advice for school leaders in England: *Learning Together to be Safe: a Toolkit to help schools contribute to the prevention of violent extremism*. The Toolkit acknowledges that preventing violent extremism is a challenging issue which needs to be a shared endeavour across local partners and communities, with activities tailored to the needs of local areas. To support this, the Home Office and DCSF provided funding to some police forces and Local Authorities (LAs) in England and Wales to work together to develop activities to support police activity within education institutions. This role forms part of the *Police Prevent Implementation Plan* (2008); a similar approach is taken in Scotland.

'Prevent, Police and Schools' is for police officers and police staff who work with schools. Written in consultation with the DCSF and the Home Office, this guidance aims to explain *Prevent* in a school context, indicate ways in which police teams and teachers can work together and highlight some of the different approaches that have been taken across the country to date.

Most importantly, this document should provide encouragement to police officers and police staff to continue to develop relationships with teachers and school staff. Young people are the future. Police forces should see schools as an ideal way 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**

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 BCU Command Team**.

This guidance contains suggestions and examples of:

- **Strategic and tactical activity** for use by a command team in partnership with the Crime and Disorder Reduction Partnership (CDRP) or 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 and e-learning packages

What this document is

The document aims to give an overview and provide suggestions for how the police can plan work with schools.

It should be read in conjunction with other guidance documents for police and local partners on *Prevent*, such as:

<http://security.homeoffice.gov.uk/>

www.pnct.pnn.police.uk/index.htm

and

www.dcsf.gov.uk/violentextremism/

The **appendices** provide contact details for some of the activities contained within this guidance, 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

This document does **not** replace the need for specific *Prevent* training which will give officers 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 (SSP) officer is. For guidance on SSPs:

www.teachernet.gov.uk/wholeschool/behaviour/sspg/

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?

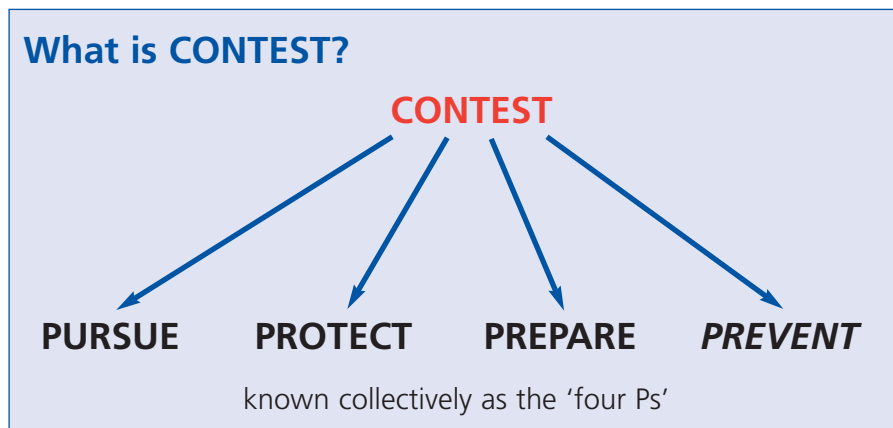
CONTEST is the Government's Counter Terrorism Strategy, published in July 2006 and refreshed in March 2009. The aim of the strategy is 'to reduce the risk from international terrorism, so that people can go about their lives freely and with confidence.'

The current terrorism threat to the UK can be found at:

www.homeoffice.gov.uk/counter-terrorism/current-threat-level

The Government assesses that the most significant threat exists from Al-Qaida influenced violent extremists. 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 multicultural way of life.

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



The aims of the 4 Ps are:

PREVENT – to stop people becoming terrorists or supporting violent extremism.

PURSUE – to stop terrorist attacks through disruption, investigation and detection.

PREPARE – where an attack cannot be stopped, to mitigate its impact.

PROTECT – to strengthen against terrorist attack, including borders, utilities, transport infrastructure and crowded places.

The following link has more detailed information:

<http://security.homeoffice.gov.uk/counter-terrorism-strategy/>

As part of CONTEST, *Prevent* is a cross Government programme with regional Government Offices and LAs having a key role to work in partnership with police on local strategies.

"As I speak, terrorists are methodically and intentionally targeting young people in this country. They are radicalising, indoctrinating and grooming young, vulnerable people to carry out acts of terrorism. We have seen individuals as young as 15 and 16 implicated in terrorist related activity."

*Director General of the Security Service,
November 2007*

What is Prevent?

Prevent is about stopping people becoming terrorists or supporting violent extremism.

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 violent extremism and empowering individuals and communities to stand up to violent extremists.

The *Police Prevent Implementation Plan*, published in October 2008, states that work with **education** institutions is a priority area for *Prevent* work.

Terrorist incidents in the UK since 2001 have been relatively few in number. However analysis of the perpetrators indicates that the average age at the time of their arrest was 25; most had been educated in British schools and several exhibited degrees of vulnerability while of school age prior to being radicalised as teenagers. (Cole & Cole, 2009).

“There should be a consistent approach at national level on police involvement in schools. Youth engagement by police in schools should support young people and their teachers in managing safe space discussions and debate on terrorism and violent extremism.”

Recommendation 8, UK Youth Parliament, National Project Safe Space Report, July 2009

“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

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, and teachers are well placed to identify and support the needs of young people who may be particularly vulnerable.

What the terms mean:

‘Violent extremism’ may be defined as the use of, or incitement to violence to further a cause.

There are a number of different terrorism related offences set out in legislation.

An **‘ideology’** is a set of aims and ideas often closely linked to politics which can be seen as a way of creating change. This is turned by violent extremists into a simple **narrative** – a story used to explain why violence is needed.

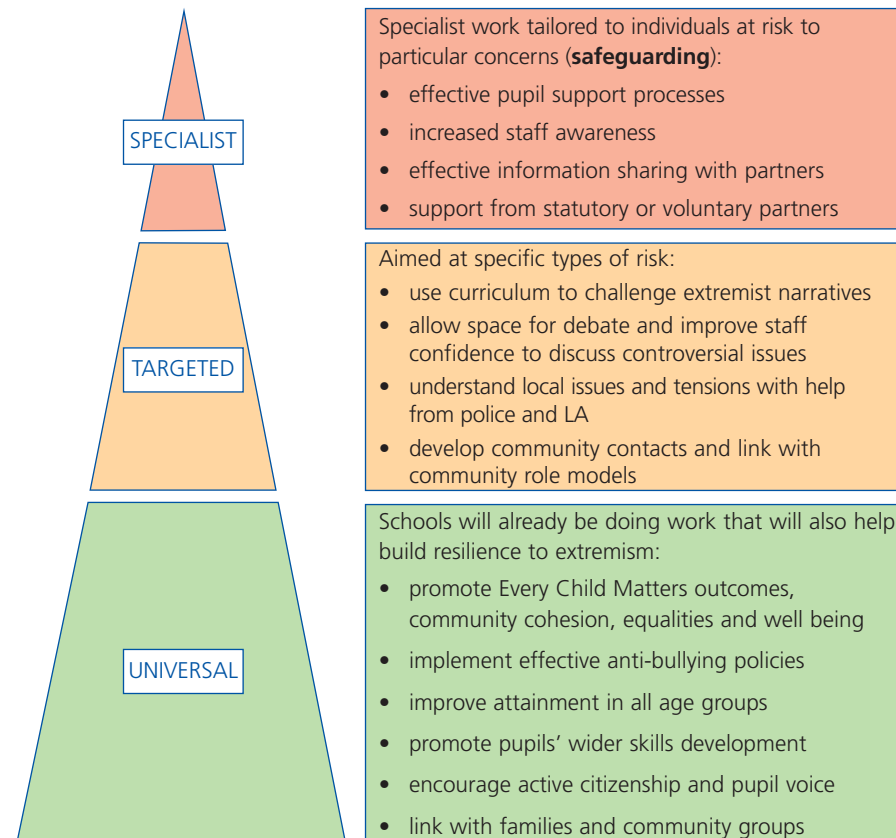
‘Radicalisation’ is the process by which a person’s views are modified, altered or changed by becoming more radical or extreme in nature.

Prevent in schools

DCSF advice to schools explains how they can contribute to the five objectives of the *Prevent* strategy:

	Prevent objectives	In schools this means working in partnership to:
1	Challenge the ideology behind violent extremism and support mainstream voices.	Use teaching and learning to help young people to develop the knowledge and skills to challenge extremist narratives .
2	Disrupt those who promote violent extremism and the places where they operate.	Identify how to prevent harm to pupils by individuals, groups or others who promote violent extremism.
3	Support individuals who are vulnerable to recruitment or have already been recruited by violent extremists.	Provide programmes to support pupils who are vulnerable .
4	Increase the resilience of communities to violent extremism.	Increase the resilience of pupils and school communities through the curriculum, other learning opportunities or activities.
5	Address the grievances which ideologues are exploiting.	Use teaching styles and curriculum opportunities which allow grievances to be aired.

Schools (and LA children’s services) will understand their contribution to *Prevent* in three tiers, similar to the way in which schools can contribute to preventing other types of risky behaviour:



Specialist work tailored to individuals at risk to particular concerns (**safeguarding**):

- effective pupil support processes
- increased staff awareness
- effective information sharing with partners
- support from statutory or voluntary partners

Aimed at specific types of risk:

- use curriculum to challenge extremist narratives
- allow space for debate and improve staff confidence to discuss controversial issues
- understand local issues and tensions with help from police and LA
- develop community contacts and link with community role models

Schools will already be doing work that will also help build resilience to extremism:

- promote Every Child Matters outcomes, community cohesion, equalities and well being
- implement effective anti-bullying policies
- improve attainment in all age groups
- promote pupils’ wider skills development
- encourage active citizenship and pupil voice
- link with families and community groups

School engagement with police on *Prevent* can help in raising awareness and understanding amongst school staff of the *Prevent* agenda, the specific 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 potentially risky behaviours, e.g. drugs and alcohol misuse, influence from peers, influence from older people or 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 violent extremists in the context of a wide range of risks to pupils:

- Substance and alcohol misuse
- Crime and antisocial behaviour
- Bullying, including cyberbullying
- Domestic violence and a range of family tensions
- Street group or gang issues in localities.

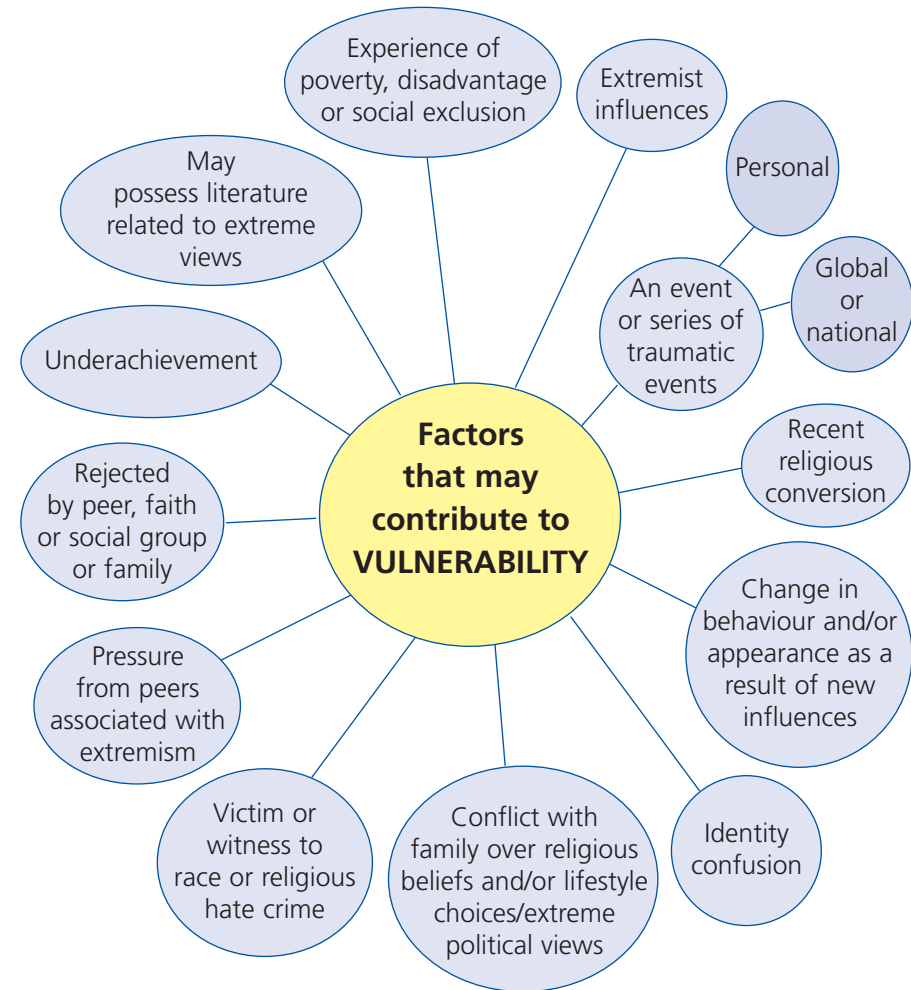
What might cause a young person to be 'vulnerable' to radicalisation?

There is no single profile of a violent 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 now encouraged to work with local police on awareness of local community issues and tensions which may also be contributory factors.

Schools follow **safeguarding** procedures and use the Common Assessment Framework (CAF) 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 risky behaviours and potential harm. Some examples are shown in Appendix B.

Factors that may contribute to vulnerability



Based on academic research: Dr Jon Cole and Dr Benjamin Cole (2009)

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

Officers who work with young people should complete the NPIA PVE e-learning package which explores vulnerability in more depth.

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 (local variations are used):

- Community schools – linked to the LA
- Foundation Schools – more independent
- Voluntary Aided (Faith schools)
- Academies – autonomous
- Extended schools – provision after normal hours
- Pupil Referral Units – Short Stay Schools, alternative provision
- Supplementary (or complementary) schools, offering additional teaching related to ethnicity, faith or culture e.g. madrassas
- Independent schools (some may be faith based)

NB Schools may need to be briefed on police structures and processes.

How can police engage with schools?

Schools will not see *Prevent* work in isolation but will look for how it relates to their existing priorities and ways of working.

School priorities in England are based on achieving the Every Child Matters (ECM) objectives for young people:

- Be Safe
- Be Healthy
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic wellbeing

www.everychildmatters.gov.uk

NB Schools in N. Ireland, Scotland and Wales have similar objectives.

Schools will see work on *Prevent* as part of their **safeguarding** responsibilities – 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.

Safeguarding is ‘*The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.*’

www.safeguardingchildren.org.uk

What are the drivers for schools?

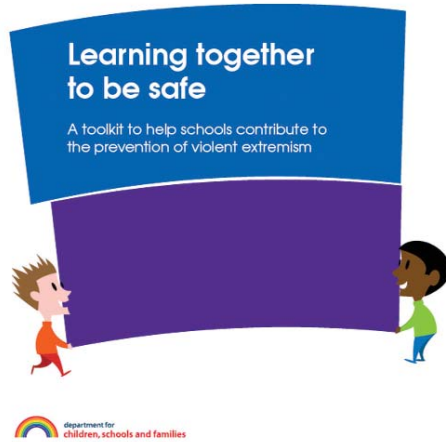
Driver	How to link the school to <i>Prevent</i>
Governing Body and Senior Leadership Team	Engage their understanding of local tensions affecting school and the impact on pupils
Every Child Matters and duties of pupil wellbeing and community cohesion	Work on <i>Prevent</i> can form part of the evidence schools give to Ofsted * inspectors to show how they are meeting their duties to promote cohesion and wellbeing and meeting the ECM outcome, “staying safe”
Safeguarding pupils	Work in school and with multi agency partners on universal actions to promote wellbeing and specialist safeguarding processes, e.g. Common Assessment Framework [CAF]
Community links – schools often have excellent community links and understanding of issues	Schools engaged with community issues and groups: <ul style="list-style-type: none"> • To build community support for the school • To show a leadership role • To promote community use of facilities

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

*Office for Standards in Education, Children’s Services and Skills

Learning together to be safe

DCSF published advice for schools in England on how they can contribute to *Prevent* in October 2008:



This document is referred to as **'the Toolkit'**, and can be downloaded from <http://publications.dcsf.gov.uk>

A longer version with case studies, suggested school actions and tools for analysing school practice is available at www.teachernet.gov.uk/wholeschool/violentextremism

"Young people can be exposed to extremist influences or prejudiced views... schools, working with other local partners, families and communities can help support pupils who may be vulnerable."

Rt. Hon. Ed Balls, Secretary of State for Department of Children, Schools and Families (DCSF Toolkit 2008)

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 they can support schools. (**NB** the Toolkit recommends 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.

The four key sections shown in the table on page 12 help school leaders integrate *Prevent* into all aspects of school life.

Much of this work includes engagement beyond the individual school. Police may need to work with groups at different levels, for example:

Local Authorities (LAs): 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 LA. Chief Constables are members of the Children's Trust.

CDRPs and LSPs: senior police officers work with LAs through Community Safety, 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 LA locality services.

Four key sections of the Toolkit

The following section provides an explanation of some of the terms used in the Toolkit and sets out some ideas on how police can work with schools.

1. Leadership and Values

Evidence shows that school leaders engage best with the *Prevent* agenda and the Toolkit when:

- They share an understanding that at local and national level this is about all forms of violent extremism
- The Toolkit is not suggesting changes to school structure but building on existing processes
- The prime focus is on
 - Ensuring all pupils achieve
 - Building community cohesion
 - Promoting pupil welfare
- Good school work on the prevention of violent extremism is about good leadership, effective school work, good **safeguarding** working and good community engagement work – all strands which **Ofsted** inspects
- Effective multi agency and partnership work is a core support for schools in developing their contribution to the prevention of violent extremism, 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.

Section	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 violent 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 and 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.

TEACHING, LEARNING AND CURRICULUM: Watch Over Me

A DVD resource pack has been created by the charity 'Kids Taskforce' for use in PSHE/Citizenship lessons – a copy is available free to every secondary school in England.

Watch Over Me is an entertaining soap opera which shows teenagers dealing with risky situations and risky individuals, including bullying, the internet, drugs, self harm, bereavement, knives and guns, hate crime and extreme behaviour. Importantly, these are all interwoven – not dealt with separately – just as a teenager's life would normally be.



Lesson plans are provided, so that teachers can promote discussion and classroom work. Input and assistance is encouraged from community role models such as police officers, fire fighters, youth coaches and faith leaders. Training in the content of the DVDs has been provided for teachers and community role models across the country.

Along with lesson plans, a detailed explanation of Islam is provided, to allow staff and students to understand the many similarities between the Christian and Islam religions.

For further information on Watch Over Me:

e-mail: office@missdorothy.com

website: www.thekidstaskforce.com/watchover.html

OUTCOME: Increased empathy amongst young people for diverse faiths and cultures.

TEACHING, LEARNING AND CURRICULUM: ACT NOW

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

**All
Communities
Together NOW**

A series of 4 lessons explores issues around community tension and violent extremism. 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 and 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 PVE issues, and also highlights the difficulties faced by police in dealing with such a complex series of incidents.

OUTCOMES: Increased understanding of the impact of community tensions. Enhanced understanding of the role of police in counter terrorism, and for the police, a greater appreciation of the views of the community.

2. Teaching, Learning and the Curriculum

A school fully contributing to preventing violent 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 schools provides learning:

- Using **whole school approaches** such as SEAL (Social and Emotional aspects of Learning)
- 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 violent extremism will vary very significantly – some will see it as an issue in Religious Studies, some in 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 what many have already established – ways to understand the communities they serve and so fulfil pupil potential and promote community development.

Guidance for schools on their duty to promote community cohesion is available at:

www.teachernet.gov.uk/wholeschool/Communitycohesion/

Teaching and Learning means the way in which a teacher runs a lesson to achieve specific goals, e.g. using class discussion which develops 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 preventing terrorism and violent extremism.

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.

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.

RESPONDING TO EVENTS: Time for debate

During December 2008 the conflict in Gaza reignited violently. Demonstrations against the action taken on both sides occurred across the globe, including in the UK. This led to community tensions amongst Muslim and Jewish communities. 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.

OUTCOME: 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 again for young people and relations with police improved.

PUPIL SUPPORT: West Yorkshire – Internet presentations

In Kirklees, teachers in partnership with police officers have 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 to radicalisation and covers all forms of violent extremism.

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

**TEACHING, LEARNING AND THE CURRICULUM:
West Midlands – Choices and Voices computer game**

West Midlands Police, in partnership with Playgen and advised by the University of Birmingham, have developed a computer game for use in schools, aimed at contributing to PVE. Students explore different points of view and make choices around actions in the community. The adventure game format grabs the child's attention whilst exciting plot twists and interesting characters develop the user's understanding of the impact of decisions that they make.

OUTCOME: Students enjoyed using this medium which creates a new approach to learning about PVE.

3. Pupil Support and Challenge

The Toolkit explains that 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. This 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 violent extremists. **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 at work in their school(s) and have an understanding of the Every Child Matters agenda and **safeguarding** responsibilities.

Officers should 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 on information sharing in the school setting can be found at www.everychildmatters.gov.uk/informationsharing

Guidance on sharing information for *Prevent* purposes can be found in Delivering the *Prevent* Strategy: An Updated Guide for Local Partners <http://security.homeoffice.gov.uk/news-publications/publication-search/Prevent-strategy/>

Of those young people who become involved with violent extremist groups, many do so after leaving school; however, evidence shows that a number of young people start down a path of radicalisation whilst still of school age. The specialist **Channel process** has managed pupils thought to be at high risk. If locally available this process may need to be explained to the school **safeguarding** lead.

Some pupils exhibit behaviour during their time at school which may cause concern that they are vulnerable to being attracted to violent 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). This is developed further in the NPIA PVE e-learning modules.

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
- LA 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 cases of 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.

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

4. Managing Risks and Responding to Events

The Toolkit identifies four types of risks. 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.	Being briefed on e-safety* to assist schools develop safe e-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.

*The Home Office has produced guidance on e-safety to assist police and partners: <http://security.homeoffice.gov.uk/news-publications/publication-search/general/Officers-esafety-leaflet-v5.pdf>

“MI5 are worried about what they term ‘self-radicalising kids’ – teenagers as young as 15, inspired by images on the internet to carry out their own attacks, driven by emotional rather than ideological inspiration.”

Prof. Lynn Davies, Educating Against Extremism 2008

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 and 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 around hate crime or the use of stop and search powers, e.g. S.44 Terrorism Act and S.60 CJPO Act.

RESPONDING TO EVENTS: Youth Parliament and Question Time

In schools in the Thames Valley Police area, Youth Parliaments have been created to allow school pupils to debate topical issues, including violent extremism, in a democratic fashion. This allows teachers and other facilitators – including police officers to participate as guest speakers or as ‘experts’ in certain ways.

‘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.

OUTCOME: Developed understanding of democracy, improved relationships with police and partner agencies. Better knowledge of ‘mainstream’ views.

Local issues

Police have to deal with all forms of violent extremism. Whilst the greatest assessed threat comes from Al-Qaida inspired groups at present, officers should be mindful of other forms of extremism such as Far 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 action with police.

LEADERSHIP & VALUES: *Prevent* Partnership Group

A Schools *Prevent* Partnership Group has been formed in the Thames Valley, which covers the LAs 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.

OUTCOME: The partnership has 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.

LEADERSHIP AND VALUES: Seminars

In Northumbria, *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.

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

LEADERSHIP AND VALUES: Local priorities

In one area of Hampshire, local priorities are adduced by holding public meetings – yet no school aged children attended. So community priority meetings were taken into school by the Safer Schools officer. Using a local Council chamber as a setting to teach about democracy, pupils then told police what was important to them. The important issues 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.

OUTCOME: Improved relations with police. Ability to share concerns and impact on local plans.

SECTION 3: EXAMPLES OF ACTIVITIES WHICH SUPPORT *PREVENT* AND THE TOOLKIT

The following table provides a series of examples of activities which have been used by schools and police forces across the country. All types of violent extremism may be approached by using similar activities. These activities are consistent with the advice in the DCSF Toolkit; the relevant section of the Toolkit is indicated in the table. It is crucial that schools appreciate the benefits of undertaking these activities. Also critical to the process is to understand how each activity supports the objectives of the *Prevent* agenda – as shown 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 these activities.

SUGGESTED ACTION	EXAMPLE	LINK TO DCSF TOOLKIT	SUPPORTS <i>PREVENT</i> OBJECTIVE	EXAMPLE POLICE FORCE	SUPPORTED BY
1 Prevent awareness seminars.	Seminars for police, teachers and LA staff, raising awareness of <i>Prevent</i> , improving knowledge of Islam and focussing on vulnerability.	Managing Risks and Responding to Events Pupil Support Processes Leadership and Values.	Objective 1 Objective 2 Objective 4	Northumbria Police.	BCU Command/ SNT Officers and Force training.
2 Islam awareness training for teachers.	Awareness training in Islam, providing teachers with confidence to speak to and challenge students about views on Islam and Muslims.	Leadership and Values Teaching, Learning and the Curriculum.	Objective 1	Thames Valley Police, West Yorkshire Police.	BCU command, Director of Children's Services and head teachers.
3 Create an Education Prevent Board or steering group to target PVE issues in education in a specific locality.	Links between schools, colleges and universities are made at an Education <i>Prevent</i> Board. This consists of key staff and students who discuss PVE vulnerability plus engagement with police.	Leadership and Values Managing Risks and Responding to Events.	Objective 2	West Yorkshire Police.	BCU Command, school heads and FE leads.
4 Develop an action plan for schools in safety and cohesion and make 'Safe School' awards.	Government Office, police and education partners created a school award based on the Self Evaluation Framework; encourages schools to create firm structures on <i>Prevent</i> and community cohesion.	Leadership and Values Teaching, Learning and Curriculum.	Objective 2 Objective 3	Metropolitan Police Service.	Director of Children's Services with BCU Command.

5 Create a full time Prevent coordinator for secondary schools.	A full time member of staff to coordinate PVE in schools.	Leadership and Values Managing Risks and Responding to Events Pupil Support Processes.	Objective 2 Objective 4	Thames Valley Police.	BCU Command.
6 Create a Youth Police Academy .	Based in school, officers invite year 6 children who are considered vulnerable to victimisation and bullying to join a 5 day youth police academy. Pupils are trained in various aspects of policing, including arrests, crime scene investigation and RTIs, with input from the fire and ambulance services.	Leadership and Values Managing Risks and Responding to Events Teaching, Learning and the Curriculum Pupil Support Processes.	Objective 3	Sussex Police.	SSP Officers, SNT Officers.
7 Police involvement in Ofsted inspection briefings .	Most schools are subject to Ofsted 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.	Leadership and Values Managing Risks and Responding to Events Teaching, Learning and the Curriculum Pupil Support Processes.	Objective 3 Objective 4	West Yorkshire Police.	SSP Officers.
8 Agree local reporting mechanisms between schools and police.	Ensure communication links, (specifically the reporting of vulnerability) between schools, SNTs, SSPs and CTIUs are agreed, with fall back plans.	Managing Risks and Responding to Events Pupil Support Processes.	Objective 2	Thames Valley Police.	BCU Command/ Sector Inspector.

9 Produce lesson plans , assisting teachers to implement the Toolkit in schools.	Police assist schools to create lesson plans, with planned SPP/SNT attendance during PSHE lessons to support teachers in delivery of key PVE issues. Lessons could include discussions on stop and search, e.g. S.1 PACE and S.44 TACT or 'when does a terrorist become a freedom fighter?', 'Is Islam given a fair hearing by the media?' See also the Calderdale model – 'Things Do Change'. www.thingsdochange.org/	Teaching, Learning and the Curriculum Leadership and Values Pupil Support Processes.	Objective 2 Objective 5	Greater Manchester Police, Thames Valley Police, Surrey Police, West Yorkshire Police.	BCU Command with SSP or SNT Officers with head teachers and other partners.
10 Produce a communications strategy for <i>Prevent</i> work in schools.	BCU/Force in partnership with the LA produce a communications strategy which structures how each <i>Prevent</i> activity is communicated to students, parents, teachers etc. RICU (Research Information and Communication Unit) can assist: ricu@homeoffice.gsi.gov.uk	Leadership and Values.	Enabling objectives (6 and 7)	Not known.	Police Media and Communications Dept with LA and RICU.
11 Employ a faith schools' police beat manager .	A constable whose primary role is to engage with specific faith schools to encourage engagement with police and discussion about PVE.	Leadership and Values Managing Risks and Responding to Events.	Objective 2 Objective 4	Avon and Somerset Constabulary.	BCU Command.

12 Create police Community Engagement Officers (CEOs).	CEOs proactively facilitate the engagement with SNTs, other police resources, partner organisations, community groups and communities to develop and deliver the local <i>Prevent</i> plan.	Leadership and Values Managing Risks and Responding to Events Teaching, Learning and the Curriculum Pupil Support Processes.	Objective 1 Objective 2 Objective 3 Objective 4 Objective 5	Numerous.	BCU Command with strategic education lead.
13 Create a community contact unit to encourage engagement with specific communities.	A multi-agency team including police and education whose aim is to improve engagement with specific communities. To complement other initiatives the team encourage and disseminate the use of as many strategies, tactics and practices as local need demands. Close liaison between police and education institutions as well as community leaders is crucial to success.	Leadership and Values Managing Risks and Responding to Events.	Objective 3 Objective 4	West Midlands Police.	Strategic police lead with other partners.
14 Conference for schools - to draw together associated themes and projects in relation to the wider PVE agenda.	A conference with head teachers and key staff (including police) invited to discuss how PVE can be included in schools and how links with police can be developed.	Leadership and Values Managing Risks and Responding to Events.	Objective 2 Objective 4	Surrey Police.	BCU Command/ Sector Insp plus SSP/SNT Officers.
15 Conduct a needs assessment of schools on a risk matrix to identify vulnerability. Useful also with the independent faith sector.	An assessment of vulnerability for schools, allowing the institutions which are considered most vulnerable to access police and education resources as appropriate.	Leadership and Values Managing Risks and Responding to Events Pupil Support Processes.	Objective 2 Objective 3 Objective 4	Lancashire Constabulary, Greater Manchester Police.	BCU Command/ Sector Inspector.

16	Training packages produced for Safer Neighbourhood and Safer School Partnership officers.	Forces have created tailored training for their own needs – some call it Intelligence and Community Engagement (ICE) training. Some education partners are invited.	Managing Risks and Responding to Events Leadership and Values Pupil Support Processes.	Objective 2	Numerous.	BCU Command with Force training.
17	Create an interactive DVD and website on PVE issues.	A DVD for use in schools and a public website which promotes discussion on PVE issues and encourages interaction with local police.	Pupil Support Processes Managing Risks and Responding to Events Teaching, Learning and the Curriculum.	Objective 1 Objective 3 Objective 4 Objective 5	Lancashire Constabulary.	Sector Insp with Force training.
18	Create Internet safety guidance for parents.	Teachers, supported by police provide a presentation to parents, which advises on internet safety and explores areas of concern.	Leadership and Values Managing Risks and Responding to Events Pupil Support Processes.	Objective 3 Objective 4	West Yorkshire Police.	SSP Officers, SNT Officers.
19	Use 'SHARP' on school webpages.	School Help Advice Reporting Page (SHARP) is added to the school intranet and internet site to: 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 and Responding to Events Pupil Support Processes Leadership and Values.	Objective 2 Objective 3 Objective 4	Merseyside Police, Metropolitan Police Service.	School head with SSP or SNT support.
20	Publication of a youth magazine .	Magazine for Year 6 pupils with attractive stories about football, music and fashion. Advice on issues such as bullying, racism and other vulnerability issues are featured with a low key emphasis on violent extremism. Delivered by PCSOs.	Pupil Support Processes Managing Risks and Responding to Events Teaching, Learning and the Curriculum.	Objective 3 Objective 4	Metropolitan Police Service.	Sector Insp, SNT Officers, SSP Officers.

21 Create youth council or parliament to debate topical issues such as extremist behaviour.	A democracy exercise which culminates in debates relating to PVE.	Leadership and Values Managing Risks and Responding to Events Teaching, Learning and the Curriculum.	Objective 1 Objective 2	Thames Valley Police.	SSP Officer or SNT Officer.
22 Arrange 'Question Time' in school – like the BBC TV show but with local personalities. Allow debate and sharing of views with police contribution.	Local key figures (senior police officers, local Councillors, MP etc) invited to a live debate, with pupils, staff and potentially parents in the audience.	Leadership and Values Managing Risks and Responding to Events Teaching, Learning and the Curriculum.	Objective 1 Objective 2	Thames Valley Police.	SSP Officer or SNT Officer.
23 Bring local schools together for debate on similarities and differences.	Pupils from schools from different faith and communities brought together for debate. Can lead to greater understanding and empathy. Also year 10 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'.	Managing Risks and Responding to Events Teaching, Learning and the Curriculum Leadership and Values.	Objective 1 Objective 2 Objective 5	Lancashire Constabulary.	SNT/SSP Officers.
24 School pupils contribute to police neighbourhood priorities ; SSP or SNT facilitate a meeting of pupil representatives. Can support a Local Strategic Partnership (LSP).	Public meetings for young people where views on local issues can be expressed. (May be held in school or elsewhere.) This mechanism provides pupils with responsibility for their neighbourhood and also provides a forum to discuss PVE.	Leadership and Values Managing Risks and Responding to Events Teaching, Learning and the Curriculum.	Objective 2	Hampshire Constabulary.	SSP Officer or SNT Officer.

25	Develop Key Individual Networks (KINs) within school.	School version of community KINs. Pupils who are asked for comment on topical issues.	Leadership and Values.	Objective 1	Metropolitan Police Service.	SSP Officer or SNT Officer.
26	Create Independent Advisory Groups (IAGs) within school and the wider community.	School versions of community IAGs. When a critical incident occurs, representatives are briefed by police to allow dissemination of information to younger people.	Leadership and Values; Managing Risks and Responding to Events.	Objective 1	Metropolitan Police Service.	SSP Officer or SNT Officer.
27	Invite external speakers to discuss PVE/cultural issues in schools.	Speakers invited into school to encourage debate around PVE issues.	Leadership and Values; Managing Risks and Responding to Events; Teaching, Learning and the Curriculum.	Objective 1 Objective 4 Objective 5	Thames Valley Police.	SSP with school head.
28	Face to Faith - a residential experience for young people to learn, discuss and debate together.	A residential experience for twenty 13-16 year olds of different faiths, to discuss and explore their similarities.	Leadership and Values; Pupil Support Processes; Teaching, Learning and the Curriculum.	Objective 3	Surrey Police.	SNT/SSP Officers.
29	Use 'Watch Over Me' DVD resource pack and training for community role models and teachers.	DVDs supplied to every secondary school. Their use supported in PSHE time by schools' officers. Training provided to teachers and community role models such as neighbourhood teams, fire fighters, youth coaches and faith leaders.	Leadership and Values; Managing Risks and Responding to Events; Teaching, Learning and the Curriculum; Pupil Support Processes.	Objective 3	Numerous.	SNT/SSP Officers.
30	Use 'Getting on Together' .	Curriculum based discussion project, encouraging classroom debate around issues relating to PVE – bullying, community cohesion and extreme behaviour.	Managing Risks and Responding to Events; Teaching, Learning and the Curriculum; Leadership and Values; Pupil Support Processes.	Objective 3	South Wales Police.	SSP/SNT Officers.

31 Use a computer game which promotes community cohesion and develops empathy.	Police in partnership with a software company and a university developed 'Choices and Voices' for use in schools. The game is supplied with lesson plans and links to further discussion and work. Police can support teachers in lessons.	Teaching, Learning and the Curriculum; Leadership and Values; Pupil Support Processes.	Objective 1	West Midlands Police.	SNT Officers, SSP Officers.
32 Deliver ' ACT Now '.	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 PVE issues.	Leadership and Values; Managing Risks and Responding to Events; Teaching, Learning and the Curriculum.	Objective 1 Objective 3 Objective 5	Lancashire Constabulary.	SNT Officers, SSP Officers.
33 Use performance art – such as: 'Hearts and Minds', 'Not in my name', 'On the Edge', 'One Extreme to the Other', 'Game On' (Drama and Sport).	Theatre productions, (see Appendix D) whose performances focus on extreme behaviour are invited into school. Police attend with the students and support discussions of the content afterwards. Police can facilitate discussion around pertinent areas such as hate crime, weapons, stop and search.	Leadership and Values; Managing Risks and Responding to Events; Teaching, Learning and the Curriculum; Pupil Support Processes.	Objective 1 Objective 5	Lancashire Constabulary, Thames Valley Police, Metropolitan Police Service.	SSP Officers, SNT Officers.
34 Create a Parenting skills course .	A course for parents led by YOT at which partner agencies provide input and invite discussion around areas of vulnerability such as drugs, weapons, alcohol and extreme behaviour.	Leadership and Values; Managing Risks and Responding to Events; Pupil Support Processes.	Objective 3 Objective 4	West Yorkshire Police.	YOT, SSP Officers, SNT Officers.

35 Suggest a Behaviour and Attendance Panel in school.	A panel of school staff which may include police, who meet to discuss behaviour and attendance concerns amongst pupils. This may lead to school interventions to support the young person.	Leadership and Values; Managing Risks and Responding to Events; Pupil Support Processes.	Objective 3	West Yorkshire Police.	SSP Officers, SNT Officers.
36 Suggest a multi-agency input course - Culture Kids .	A multi-agency project involving local businesses and a university, who provide input in classrooms, celebrating diversity within their organisations.	Leadership and Values; Teaching, Learning and the Curriculum.	Objective 1 Objective 4	West Yorkshire Police.	SNT Officers.
37 Suggest Pupil briefings .	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.	Leadership and Values; Managing Risks and Responding to Events; Pupil Support Processes.	Objective 2	West Yorkshire Police.	Not police.
38 Use a course such as Discrimination By Diversity .	A workbook resource for young people who are vulnerable to involvement with racially aggravated crime. The course ends with a residential period when the young people work together with others of different views and backgrounds.	Leadership and Values; Managing Risks and Responding to Events; Teaching, Learning and the Curriculum; Pupil Support Processes.	Objective 3 Objective 5	West Yorkshire Police.	SSP Officers, SNT Officers.
39 Suggest a Cookery Club .	A weekly club led by Youth Services and attended by SNT officers and other agencies, with young people who are considered vulnerable invited – to cook, eat and talk about issues of concern. This is an opportunity to build relationships with young people and to reduce their vulnerability.	Leadership and Values; Teaching, Learning and the Curriculum; Pupil Support Processes.	Objective 3 Objective 5	West Yorkshire Police.	SNT Officers.

CASE STUDY: Greater Manchester

In the Greater Manchester Police (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 LA, 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 has 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 anti-social behaviour, 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.

CASE STUDY: West Yorkshire – Culture Kids

In Calderdale and Leeds, a multi-agency project aimed at community cohesion and understanding of other cultures has provided 'Business in the Community' opportunities to showcase and celebrate the diversity of their staff. Local businesses and a university have contributed brief workshops which aim to demystify differences and reduce prejudice. Workshops have included discussions around asylum seekers and travellers as well as faith, language and culture.

OUTCOMES: A partnership approach in school has increased staff and pupil awareness of diversity and an appreciation of the influence of local business in the community.

SECTION 4: NEXT STEPS

POLICE RANK OR ROLE	POLICE WORKING WITH SCHOOLS
<p>BCU or Sector Commander</p>	<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 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 LA to support the aims of <i>Prevent</i>. • Assist the LA 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 DCSF Toolkit with appropriate school staff – including the head teacher. • Develop reporting mechanisms for vulnerability. Encourage supervisors to develop relationships with Special Branch and/or the force contact with the regional CTU. • Consider training for officers whose role includes facilitation and classroom discussion.
<p>Safer Neighbourhood Sergeant</p>	<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 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.

SNT Sgt (continued)	<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.
SSP Officer	<p>School engagement</p> <ul style="list-style-type: none"> • Be familiar with the contents of this document and also with the DCSF Toolkit – <i>Learning Together to be Safe</i>. • 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 the table. • 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 particularly 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 Safer Neighbourhood PCSO	<ul style="list-style-type: none"> • Be familiar with the contents of this document and also with the DCSF Toolkit. • Be particularly 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.

CASE STUDY: West Yorkshire – Cookery Club

In Kirklees, a weekly cookery club led by Youth Services is held at which community members including SNT officers attend to talk, cook and eat. Young people who are considered vulnerable are invited to encourage conversations about issues that concern them.

OUTCOMES: Vulnerable young people are able to have one to one chats with youth workers, police officers and other community role models – opportunities to air grievances and to build relationships which will reduce their future vulnerability.

All officers are encouraged to study the PVE e-learning package provided by the NPIA, which discusses many of the issues raised in this document in more depth.

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 should exist and there should be a dedicated point of police contact for each school.
- The role of the police is to support schools with implementing the Toolkit for schools.

CASE STUDY: Greater Manchester

In December 2008 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 LA areas circulated images on mobile phones showing propaganda from violent extremist web sites, including images of beheadings. School staff became aware of this as the circulation became widespread amongst pupils.

Work with the LA *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 LA *Prevent* Lead and the police education *Prevent* Lead to teachers and other staff at the school to increase awareness of the PVE 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 LA.

OUTCOMES: No further examples of circulated violent extremist images in schools have been identified in that LA. At the request of schools further training is now being delivered to reflect changes in the landscape of *Prevent*, looking particularly at the ideologies of white extremist groups.

Other *Prevent* work strands

There are several other *Prevent* work strands which are relevant to education. For more details, please refer to www.pnct.pnn.police.uk/prevent.htm

Channel: is a multi-agency referral process which provides support to those individuals who may be vulnerable to the influence of violent extremism, and diverts them away from risk. Channel is not available everywhere in the UK, however the process of supporting vulnerable individuals is a model that should be replicated everywhere. All partners should know and understand the processes involved.

Counter Terrorism Local Profiles: each police force has been tasked to write their own CT Local Profiles, which are similar to neighbourhood profiles – but deal with the local CT risk. These are likely to be BCU-wide, and sit with local commanders and shared with LA Chief Executives.

Internet: guidance has been written which explains the risks from online radicalisation;

www.pnct.pnn.police.uk/prevent.htm

and

<http://security.homeoffice.gov.uk/news-publications/publication-search/general/Officers-esafety-leaflet-v5.pdf>

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

Telephone: **020 7084 8776** or email: prevent@acpo.pnn.police.uk

The following link has more detail on *Prevent*:

<http://security.homeoffice.gov.uk/news-publications/publication-search/prevent-strategy/>

SECTION 5: APPENDICES

Appendix A: Useful contacts for artistic groups and exercises

Below are contact details for some of the activities listed in section 3 above. Further detail and a more comprehensive list of examples with contact details can be found at: www.pnct.pnn.police.uk/prevent.htm

NAME OF ARTIST/GROUP	TYPE OF ART	CONTACT DETAILS	SUITABLE FOR WHOM?
'One Extreme To Another'	Theatre	GW Theatre Company e-mail: gwtheatre@aol.com Tel: 07976 853988	All but especially students.
'Not in My Name'	Theatre	Theatre Veritae e-mail: andrew@theatreveritae.com Tel: 01282 702166	All but especially secondary age and above. Does contain swearing.
'Game On'	Theatre and sport	Reveal Theatre Company www.gameonstaffs.com e-mail: julia.barton@revealtheatre.co.uk Tel: 01782 294871	Secondary school – Year 7 onwards.
'Hearts and Minds'	Theatre	www.khayaal.co.uk e-mail: enquiries@khayaal.co.uk Tel: 01582 535840	All from year 7 onwards, and especially FE and HE students.
'On the Edge'	Theatre	Anne Fenton eannefenton@hotmail.com	All especially FE and HE students.
'ACT Now'	Table top exercise	prevent@acpo.pnn.police.uk Tel: 020 7084 8776	All but especially students.

CTU/CTIU Contact Details

It is preferable that officers make contact with CTU/CTIUs via their nominated force or BCU contact. If doubt exists, officers should liaise with their force Special Branch.

Appendix B: Examples of vulnerable behaviour identified in schools

In deciding actions to take, police and school staff will need to ask themselves:

1. Is this a reliable and significant indicator of significant risk of harm?
2. Can this issue be addressed in school alone, in school with partner agencies, or by specialist partner agencies?

These are genuine recent examples - not an exhaustive list.

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

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

Students glorifying acts of violent extremism.

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 violent extremism.

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.

Appendix C: Prompts for further action for police working with schools, the Toolkit and *Prevent*.

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.	
<p>Developing Leadership and Values</p> <ul style="list-style-type: none"> • Work with school leaders, including Governors, on <i>Prevent</i> and the Toolkit. • Provide briefing on forms of violent 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 ECM, pupil wellbeing, safeguarding, community cohesion and PVE. • Support school links with local community and faith groups. • Suggest information or resources which build staff confidence to deal with sensitive issues (see Section 3). 	<p>Developing Pupil Support Systems</p> <ul style="list-style-type: none"> • Be clear about existing police contribution to the school multi agency work e.g. year team leaders and staff working with children's services to identify the contribution of specialist PVE 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.
<p>Teaching, Learning and the Curriculum</p> <ul style="list-style-type: none"> • Be aware of school PSHE/citizenship curriculum arrangements and provide support where community cohesion and PVE 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: <ul style="list-style-type: none"> • As peer mediators; • By hearing and responding to their views. 	<p>Managing Risks and Responding to Events</p> <ul style="list-style-type: none"> • 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 proper IT protection systems are in place e.g. BECTA (see glossary) to guide on IT issues in schools http://schools.becta.org.uk/ • Gather information and good practice from local <i>Prevent</i> leads and Special Branch to share with schools. • Work with the school to review the school emergency plan to include post-event actions.

Commonly Used Terms	
Animal Rights Extremism	is opposed to the use of animals in experiments or methods of animal husbandry.
Islamism	is a political philosophy which, in the broadest sense, promotes the application of Islamic values to modern governance. The term 'Militant Islamism' is used in CONTEST to specify an ideology which argues for the use of violence to achieve this objective. There are no common definitions of 'Islamism' or 'Islamist'. They do not refer to a single unified movement, and individuals and groups that define themselves or others using these terms can hold widely different views. Most Islamists do not condone the use of violence to achieve their aims. For that reason (and because the term Islamism can be confused with Islam), the use of the term is not recommended.
Radicalisation	is the process by which people come to support violent extremism and, in some cases, join terrorist groups. Radicalisation has a range of causes, varying between countries and organisations; it is an imperfect term which some have inferred to mean that the Government is against radical thinking – this is not the case.
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.
Violent Extremism	describes the attitudes, beliefs and actions that condone violence (particularly terrorist violence) as a means to a political end. It includes views which justify or glorify terrorist violence, seek to provoke others to terrorist acts and foster hatred intended to cause violence amongst communities.

Glossary	
ACPO	Association of Chief Police Officers
BCU	Basic Command Unit
BECTA	British Educational Communications & Technology Agency
BME	Black or Minority Ethnic
CAF	Common Assessment Framework
CDRP	Crime and Disorder Reduction Partnership
CJPO	Criminal Justice Public Order
CONTEST	Government Counter Terrorism Strategy
CTLP	Counter Terrorism Local Profile
CTIU	Counter Terrorism Intelligence Unit
CTU	Counter Terrorism Unit
DCSF	Department for Children, Schools and Families
ECM	Every Child Matters
FE	Further Education
LA	Local Authority
LSP	Local Strategic Partnership
NPIA	National Policing Improvement Agency
OFSTED	Office For Standards in Education, Children's Services & Skills
PACE	Police and Criminal Evidence Act
PCSO	Police Community Support Officer
PSHE	Personal, Social and Health Education
PVE	Preventing Violent Extremism

Glossary (continued)	
RICU	Research Information and Communication Unit
RTIs	Road Traffic Incidents
SNT	Safer Neighbourhood Team
SSP	Safer Schools Partnership
TACT	Terrorism Act
YOT	Youth Offending Team

If there are any questions about the content of this document, the ACPO *Prevent* Delivery Unit may be contacted by telephone 020 7084 8776 or e-mail prevent@acpo.pnn.police.uk

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December 2009