



The PREVENT Strategy and Manor Croft Academy

“Frontline staff should understand Prevent, be able to recognise vulnerabilities to radicalisation and know where to go to seek further help.”

Home Office – December 2014.

Prevent Strategy

- To give staff a brief overview and understanding of Prevent
- For staff to understand the role of Prevent in MCA
- To provide staff with guidance in relation to how we are embedding Prevent in MCA – including reference to Ofsted
- To get everyone thinking about Prevent in MCA and your role within it.

What is Prevent?

- One element of the Home Office's Counter Terrorism Strategy brought out after 9/11, called **CONTEST**.

The other three elements of CONTEST are:

Pursue – to stop terrorist attacks

Protect – To Strengthen the UK's protection against a terrorist attack

Prepare – Where a terrorist attack cannot be stopped, mitigate its impact.

The Prevent Strategy

- Was reviewed after 9/11
- Refocused after 7/7 attacks

Kirklees is a Prevent supported area – there are other areas of the country with a higher focus (such as Manchester or Bradford)

“Prevent provides a template for challenging extremist ideas and terrorist actions...”

The Prevent Strategy aims to prevent people from becoming terrorists or supporting terrorism.

It has three key themes:

- **Ideologies.** To respond to the ideological challenge we face from those supporting terrorism.
- **Individuals.** To provide support and advice to vulnerable individuals, preventing them from being drawn into terrorism.
- **Institutions.** To work with Education providers to address the risk of radicalisation and violent extremism **of whatever form.**

Prevent covers all forms of extremism:

- Extreme Left Wing
- Extreme Right Wing
- Islamic Extremism
- Animal Rights activist groups
- Environmental Extremism
- IRA and splinter groups

Who gets drawn into extremism?

- People who are vulnerable
- The isolated. The angry. The disenfranchised
- People who have been alienated or attacked – whether in reality or perceived
- People who are unable to balance out differing views
- People who are taught not to question
- People who seek their identities by connecting through the internet
- People who are liable to follow strong or charismatic characters
- People who have frustrated empathy or connections to causes.
- People who feel belittled or disrespected by groups / communities / ideologies, as opposed to individuals.

What does our curriculum and wider work need to do to influence this?

- We need to be INCLUSIVE and help students develop their own VOICE, and educate them as to what this means in the world.
- We need a broad and balanced curriculum.
- Range of initiatives and activities (Spiritual, Moral, Social, Cultural and Emotional ...)
- We need to develop strong links with the local community (Community Cohesion)
- Represent, explain and model “British Values”
- Not just “One off Spectaculars” – we need to embed this way of working wherever we can, across all subject areas and year groups.
- We need to develop students’ critical thinking, so that they apply learning of internet safety and can understand the power of Influence.
- We need to inform and engage Parents and Families.

The role of Prevent and Education

- There is no specific Ofsted guidance in relation to Prevent, but they will start to inspect the Leadership and management of preventing violent extremism and radicalisation within schools.
- New Counter Terrorism Bill places a statutory duty on schools to help prevent young people being radicalised –
- **“Frontline staff should understand Prevent, be able to recognise vulnerabilities to radicalisation and know where to go to seek further help.” Home Office – December 2014.**

So what are we expected to do?

- Prevent must be seen by all in the Academy as a SAFEGUARDING issue.
- This means that our response to Prevent falls into the following areas:
 1. Leadership and Accountability
 2. Training
 3. Reporting and Referral
 4. Curriculum ...

Leadership and Accountability

- **Kyle Audsley, as a DSP, is the PREVENT LEAD** or SINGLE POINT OF CONTACT for all matters relating to Prevent.
- He has received the requisite training and is working closely with the local Prevent and Channel teams. In his absence, go to any of Safeguarding Core Team (LR, AB, SS, SF), or if necessary any member of SLT (AB, DH, MR, RD, KA, KN)

Leadership and Accountability

- After the session, everyone has the awareness of the aims and objectives of Prevent, and where to go to in-house.
- All relevant documentation and training materials are available on T drive – Staff – 2016-17 - PREVENT
- Every member of staff, has received online training about CHANNEL – the reporting and information sharing aspect of PREVENT, enabling staff to be fully informed of what is happening and why.
- In addition, wider SLT / Governors / Pastoral key staff have also received Stage 2 training on Prevent directly from the local team. (This happened on 16/03/15).

Reporting and referral process

- Everyone now knows the Prevent Lead, alternative contacts, and that the Safeguarding Policy has been updated November 2016.
- The main recording and monitoring tool for any information or incidents pertinent to Prevent will be our in-house child protection software **CPOMS (Child Protection Online Management System.)** SLT and key staff have access to this.
- We need to change the culture in school. YOUR role in this is simple:

NOTICE – CHECK - SHARE

Key messages

- Don't panic!
- We are already reflecting on our practice, developing and embedding Prevent in school, both in our ethos and in our policies.
- We are making strong links with the local Prevent and Channel teams; help is always available, as you will see in the online training you will complete next.
- Remember – be vigilant:
NOTICE – CHECK - SHARE

Next Activity: CHANNEL training

Welcome

Welcome to this module on Channel General Awareness.

This module provides information on Channel and what your duties and responsibilities are in the process.

The module will take about 25 minutes to complete and should enable you to:

- Explain how Channel links to the government's counter-terrorism strategy (CONTEST)
- Describe the Channel process and its purpose
- Identify factors that can make people vulnerable to radicalisation
- Define safeguarding and risk ownership of the Channel process

You can find additional information in the Resources section.

In order to be able to print a Certificate of Completion you must complete all screens in a single session - without closing your browser.

Start

Credits

