

PREVENT GUIDANCE AND SELF- ASSESSMENT AUDIT

Primary and Secondary Schools

1. The Context

All schools in England should expect to be inspected on the measures they employ to protect children from extremism. The teachers' standards talk about teachers upholding **fundamental British values, plus demonstrating mutual respect and tolerance for different faiths and beliefs**. The new guidance for schools on SMSC (November 2014) is based on the Government's PREVENT duty and asks that schools address **difference, equality and British values** across the curriculum.

Prevent

The duty to Prevent violent extremism is set out in the Prevent Duty. It entails helping pupils and students to identify and deal with myths, stereotypes and extremism in all its many forms.

The Duty aims to build resilience to radicalisation and suggests that, democratic processes and the rule of law offer an alternative to extremism, violence and terrorism. It suggests that common understandings of what it means to be British, acceptance of difference and identifying commonality are important.

Mainstreaming Prevent (through the curriculum, exploring challenging issues and encouraging dialogue, reflection and the making of informed choices), is an integral part of educating for a **safe, equitable and just society**.

Standards for Teachers

The Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- **Treating pupils with dignity, building relationships rooted in mutual respect**, and at all times observing proper boundaries appropriate to a teacher's professional position
- **Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others**
- **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**
- Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability, or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

NB the phrase '**fundamental British values**' refers to the definition of extremism as articulated in the Prevent Duty, which was launched in June 2011 and updated recently. It includes the need for schools to explore with pupils and students '**democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs**'.

Community Cohesion

All state maintained schools have a duty to promote community cohesion (Community Cohesion Education Standards 2004). Whilst this duty is no longer part of the Ofsted inspection framework, it is unlikely that a school will achieve an 'outstanding' Ofsted inspection grade, if they cannot evidence that they fulfil the duty to promote community cohesion.

Community cohesion involves schools working towards establishing a society in which there is a common vision and sense of belonging by all communities; in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in in schools and in the wider community.

Citizenship Education

Citizenship education enables students to make their own decisions and to take responsibility for their own lives and their communities. It is statutory in secondary schools, but not in primary. Citizenship education may well form part of SMSC in primary schools.

“If taught well and tailored to local needs, its skills and values will enhance democratic life for all of us, both rights and responsibilities, beginning in school and radiating out.”

Bernard Crick, National Curriculum Citizenship 1999

Spiritual, Moral, Social and Cultural Education (SMSC)

Under section 78 of the Education Act 2002, all schools must promote the Spiritual, Moral, Social and Cultural aspects of Education.

Spiritual development is the growth of a sense of self, unique potential, an understanding of strengths and weaknesses and a will to achieve. It involves attempting to answer life's 'big' questions and challenges and to recognise a need to address one's none material (spiritual) well-being.

Moral development involves an understanding of the difference between right, wrong, and moral conflict, developing concern for others and the will to do what is right; reflection on the **consequences of actions and making responsible moral decisions and acting on them.**

Social development is a realisation of responsibilities and rights e.g. in families and communities, an ability to relate to others and to work with them for the common good. It involves **a sense of belonging** and the awareness of **the need and possibility of making an active contribution to society.**

Cultural development involves an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences; **respect for one's own culture/s and the cultures of others; a curiosity about differences; an understanding, appreciation and ability to contribute to culture.**

Currently Ofsted inspectors must judge the quality of education provided in the school, based on:

- 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
- **The spiritual, moral, social and cultural development of pupils at the school.**

New guidance on SMSC suggests that it is through this that schools may be best placed to address the Prevent Duty.

Prevent, Community Cohesion, Citizenship and SMSC are not new; they are not extras for schools. They extol the core values, central to the effective operation of all learning communities. These integral themes and dimensions, if mainstreamed, contribute both to a student's learning across the curriculum and to education for life. Through these themes, schools are also able to promote equality and cohesion (Equality Act 2010); Ofsted continues to encourage schools not to lose sight of this important duty.

2. Using the Prevent Audit

An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self- assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further. In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff. The audit must be reviewed at the very least bi – annually and a record of each audit filed and kept in school.

Key

When assessing the school's level of compliance use the following codes

Red (R): no evidence

Amber (A): partial evidence

Green (G): secure evidence

3. Mainstreaming Prevent Audit

PREVENT AUDIT DOCUMENT FOR PRIMARY AND SECONDARY SCHOOLS

School: Southcote Primary

Date of audit: September 2017

Auditors: Lisa Telling, Sue N'Jai

Review date: September 2018

PREVENT OBJECTIVE 1:

Clear leadership and accountable structures are in place and visible throughout the organisation

PREVENT OBJECTIVE 2:

Staff and the Governing Body have been appropriately trained according to their role

PREVENT OBJECTIVE 3:

An appropriate reporting and referral process is in place and referrals are being managed effectively

PREVENT OBJECTIVE 4:

A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion.

1. PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

Evidence	Colour code	Action, when and by whom
There is an identified strategic Prevent Lead within the school		
The strategic Prevent Lead understands the expectations and key priorities of Prevent and these are embedded and explicit within safeguarding policies		
The Senior Leadership Team have a clear understanding and commitment to the Prevent Duty and its key objectives		
The Prevent duty and its objectives are embedded within the appropriate safeguarding processes established and used in school.		

2. Staff and the Governing Body have been appropriately trained according to their role

Evidence	Colour code	Action, when and by whom
All staff and Governors know who the Prevent Lead is in school.		LT / SNJ next FGB and staff update
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk		LT / SNJ. Staff understand – need to

		inform the GB and the referral system
There are appropriate policies, staff guidance and literature readily available to all staff on Prevent		LT / SNJ. There is a robust Safeguarding policy in place which includes a section addressing Prevent. More could be made available.
Staff are confident and able to provide appropriate challenge to students, parents or Governors if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns		LT / SNJ. New staff will need training and support in having the same level of confidence as other staff members.
Regular, continuous CPD updating training on Prevent is available to the Strategic Prevent Lead and safeguarding leads where appropriate.		Through DSL updates and LSCB.
3. An appropriate reporting and referral process is in place and referrals are being managed effectively		
Evidence	Colour code	Action, when and by whom
An appropriate internal Prevent referral process has been developed		Through part of our own safeguarding procedures and through support from LSCB. Need to have referral

		route to hand in the office.
Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral		Numbers etc need to be more accessible to the office staff.
Evidence of notification reports and/or referrals exists in school		Would do if required / had taken place.
Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead		Would be overseen by the DSL or Exec Head.
A process is in place to identify, and develop ‘lessons learnt’; a reflective process that will inform future action.		As part of our regular safeguarding reviews.

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

Evidence	Colour code	Action, when and by whom
The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media		As evidenced by PoS and medium term plans.
Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community		Curriculum addresses community cohesion appropriately but we do not directly address extremism. For discussion at SLT / FGB

A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these		
Resources, displays and literature provide balanced information, advice and alternative views for pupils and students		SLT. Need to address the resources, displays and literature to have an understanding of the views available
Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this		We celebrate diversity and the possibilities but not the associated problems. How much do we celebrate diversity? SLT discussion.
The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs., through the curriculum, collective worship and interaction with the wider community		See British Values statement and curriculum statement
SMSC is understood as a central strand in Prevent (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see page 5 and 6).		Enterprise, R time, PSHE, values, value awards, pay it forward.

4. Appendices

I. Notes on associated terminology

Al-Qaeda - An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism

British- People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory

Channel – A key element of the Prevent Duty; Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs

English Defence League (EDL) - The English Defence League is a far right, street protest movement, which opposes what it considers to be a 'spread of Islamism', and Islamic extremism in the United Kingdom.

Ethnicity - This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group

Extremism - One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power.

Ideology- A set of ideas and beliefs of a group, religious or political party

Identity - An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.

Media - The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet

Propaganda - Ideas or statements that are often false or exaggerated and that are spread in order to help a cause

Islamaphobia - A hatred or fear of Muslims, their religion and sometimes-related politics or culture.

Islamist - A western term used to describe an extreme Muslim usually politicised

Jihad- Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary

Nationalism - a feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries

Nationality - The status of belonging to a particular nation by origin, birth, or naturalization

Racism - This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds).

Radical - A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions

Resilience - The ability to recover quickly from change, or misfortune

Right wing - A conservative or reactionary element in a political party or other organization, often associated with fascism, nationalism and racism.

Social media - Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos.

Stereotypes - This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them

Terrorism - The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons.

Terrorist - One that engages in acts or an act of terrorism

Xenophobia - An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.

II. Further information/resources

<http://www.Preventforschools.org/>

<http://www.dromp.co.uk/> Please note a password is required to use the video that accompanies these resources. Email m.churley@bradford.gov.uk for more information and permission to access

www.schoolslinkingnetwork.org.uk

www.annefrank.org.uk

www.peacemuseum.org.uk

Promoting British Values through SMSC

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

Tackling extremism in the UK - Task Force report (see pages 5 – 7) <https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

Channel Guidance <http://www.acpo.police.uk/documents/TAM/2012/201210TAMChannelGuidance.pdf>

Prevent Duty (new guidance/consultation doc)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidance-a_consultation_Web_Accessible.pdf

Teachers' Standards <https://www.gov.uk/government/publications/teachers-standards>