For Our Children:
An Examination of Prevent in the Curriculum

Emma Webb
The Henry Jackson Society
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Introduction

There are concerns across sectors, including schools, local authorities, the police, independent organisations, academics and practitioners, that some resources used to incorporate the government's counter-extremism strategy into the curriculum are unsuitable. The *For Our Children* project investigates the implementation of Prevent within the curriculum in primary and secondary schools in the UK, mapping who is involved in the production of resources and training, and assessing the experience of individuals across sectors.

The research is intended to be a useful tool for those working in the area, in schools, private organisations, local and national government, by ascertaining opinions, building partnerships, sharing best practice ideas, and initiating an evidence-based conversation about Prevent in the curriculum that is grounded in the experience of those involved. *For Our Children* encourages a national strategy for improving the incorporation of counter-extremism into the curriculum.

1. Methodology

1.1 Stages of the study

In order to ensure that the results accurately reflected the experiences and concerns of both the initial respondents and other practitioners, the study was conducted in three stages. The first stage gathered information through the interviews and surveys, compiling the initial findings into a preliminary working paper. The working paper formed the basis of a roundtable discussion on the practical solutions to the problems identified, forming the second stage. The roundtable was attended by 21 individuals, some of whom had participated in the initial interviews. Finally, the findings of the roundtable and meetings that followed shaped the final paper.

1.2 Respondents

The findings are based on:

- Formal interviews with 35 respondents from across sectors, including local authority staff, local Prevent coordinators, education officers, the police, charitable and private organisations and companies. When an interview was carried out with more than one individual at a time, with both representing the same organisation or body, they are defined as a single 'respondent' and indicated by a single respondent number. Therefore, the number of individuals interviewed exceeds 35.
- The respondents and their organisations were based in all parts of the England, Scotland and Wales. These interviews were structured but open ended, to avoid leading participants and encouraging them to raise their own issues.
- Private correspondence and informal interviews with individuals working in the aforementioned sectors.
- Two rounds of surveys sent to a range of UK primary and secondary schools, including academies, local authority maintained and independent schools, and two further education colleges.

1.3 Surveys

- The first survey was sent as a questionnaire to a cross section of almost 100 schools in every London borough, one or more district councils within each county council area or the county council, and local authority areas within combined authority areas. The response rate for the first round was low, with only two schools responding.

- To increase the response rate, we conducted a second survey. 53 schools were contacted through a Prevent practitioner who had pre-existing relationships with school staff. As a result, the sample was not randomly selected. In addition, the second questionnaire was shortened with the intention of eliciting a higher response rate.

- 12 responses were received, bringing the total school sample to 14. Respondents included 8 primary schools, 4 secondary schools, and 2 further education colleges based in Bedfordshire, Buckinghamshire, Lincolnshire, Northamptonshire, Nottinghamshire and Surrey. The staff members who responded included Designated Safeguarding Leads, Family and Pastoral Leads, teachers, Headteachers and Deputy Headteachers.

- The further education colleges were admitted to the sample because they had contact with children between the ages of 14 and 16 and for comparative purposes. These schools had contact with a HE/FE Prevent Coordinator and therefore received support that other schools did not.

1.4 Limitations of the sample

Some of those contacted did not want to participate in the study, and others provided some information but did not want to be interviewed. The sample is composed of those who voluntarily participated in the study. As a result, readers should consider that it may be limited to those who wanted to share good practice and those who had explicit concerns they wished to share. In light of the findings, this may be why the sample contains disproportionately large number of tier 1 areas and tier 3 areas.

1.5 Anonymity

This paper gives the details of respondents as far as possible. Many respondents wished to remain anonymous and, with a small number of exceptions, the decision was taken to anonymise all participants in the final report to protect their identities.

Respondents are cited using their respondent number. Where a respondent has requested the strictest anonymity they are cited as 'respondent did not wish to be identified'.

2. Prevent in Context

2.1. Why Prevent Is Important for Schools

In 2013 the Prime Minister's Task Force on Tackling Extremism in the UK recognised the necessity of protecting children in schools from extremist views, because "extremists take advantage of institutions to share their poisonous narrative with others, particularly with individuals vulnerable to their messages".[1]

On the farthest extreme, the Trojan horse scandal found evidence of a "co-ordinated, deliberate and sustained action... to introduce an intolerant and aggressive Islamic ethos" into schools in Birmingham.[2] However, it is not only the students of schools that are directly targeted in this way who are vulnerable to radicalisation. A child aged only 14 at the time of his offence was sentenced in October 2015 for terror

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[1] 'Tackling Extremism in the UK: Report on the Prime Minister's Task Force on Tackling Radicalisation and Extremism', HM Government (2013), available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/263181/ETF_FINAL.pdf, last visited:17 June 2017, p. 5.
[2] 'Counter-Extremism Strategy', HM Government (2015), https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/470088/51859_Cm9148_Accessible.pdf, last visited: 17 June 2017, para. 22.

offences,[3] and some schools across the country have seen one or more pupils travel to join armed groups in Syria and Iraq.[4] The case of the three schoolgirls from Bethnal Green who travelled to join Islamic State is possibly the most famous example.[5] Schools can function as spaces in which young people with extremist beliefs socialise. Yet they simultaneously provide an opportunity, through institutional contact with individuals, to build resilience against extremist beliefs. These are defined as:

> Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs [... and] calling for the death of members of our armed forces.[6]

2.2. Schools' Obligations Under Prevent

The Counter-Terrorism and Security Act 2015 introduced a duty for specified public bodies to pay "due regard to the need to prevent people from being drawn into terrorism".[7]

Those specified include local government authorities, education and child care providers, health and social care providers, and the police.[8] As a result of the Act, all schools in England, Wales and Scotland must comply with the Prevent Duty.[9] The statutory guidance states that schools' leadership are expected to:

- Establish or use existing mechanisms for understanding the risk of radicalisation;
- Ensure staff understand the risk and build the capabilities to deal with it;
- Communicate and promote the importance of the duty; and
- Ensure staff implement the duty effectively.[10]

In 2015, when the legislation was introduced, there were approximately 2,400 independent schools and 23,000 publicly funded schools in England, including local government funded maintained schools, and academies, funded by central government.[11] There were around 70 independent schools and over 450,000 students attending maintained schools in Wales.[12]

In line with the duty, schools are required to carry out assessments to consider the risk of pupils in their local area being drawn into terrorism.[13]

The government has stated that the requirements of promoting fundamental British values can be met through compliance with the Education Act 2002,[14] which states that all publicly funded (local authority-

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[3] 'Anzac Day terror plot: Blackburn boy sentenced to life', *BBC News,* 2 October 2015, available at: http://www.bbc.co.uk/news/uk-34423984, last visited: 17 June 2017.

[4] 'Five pupils from west London comprehensive dubbed 'the socialist Eton' are killed waging jihad in Syria and Iraq', *Daily Mail,* 24 May 2015, available at: http://www.dailymail.co.uk/news/article-3094904/Five-pupils-west-London-comprehensive-dubbed-socialist-Eton-killed-waging-jihad-Syria-Iraq.html; 'A council has rejected former teacher's claims children are being radicalised at a Cardiff secondary school', *Wales Online,* 9 May 2016, available at: http://www.walesonline.co.uk/news/wales-news/fitzalan-radicalised-cardiff-school-teenager-11303295; 'Missing Yusra Hussein showed no sign of radicalisation, family and friends say', *Guardian,* 3 October 2014, available at: https://www.theguardian.com/uk-news/2014/oct/03/yusra-hussein-teenager-uk-missing-bristol-syria; all last visited: 17 June 2017.

[5] 'Bethnal Green schoolgirl who joined Isis is killed in Syria', *Daily Telegraph,* 11 August 2016, available at: http://www.telegraph.co.uk/news/2016/08/11/bethnal-green-schoolgirl-who-joined-isil-is-killed-in-syria/, last visited: 17 June 2017.

[6] 'Revised Prevent Duty Guidance: for England and Wales', HM Government (2015), available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf, last visited: 17 June 2017, para. 7

[7] 'The Counter Terrorism and Security Act 2015', HM Government (2015), available at: http://www.legislation.gov.uk/ukpga/2015/6/pdfs/ukpga_20150006_en.pdf, last visited: 17 June 2017, part 5, para. 26:1.

[8] Schedule 6, 'Specified Authorities', 'The Counter Terrorism and Security Act 2015', HM Government (2015).

[9] 'Revised Prevent Duty Guidance: for England and Wales', HM Government, (2015), para. 57-76; 'Revised Prevent Duty Guidance: for Scotland', HM Government (2015), available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445978/3799_Revised_Prevent_Duty_Guidance__Scotland_V2.pdf, last visited: 17 June 2017, para. 44-46.

[10] 'Revised Prevent Duty Guidance: for England and Wales', HM Government (2015), para. 15.

[11] ibid., para. 57.

[12] ibid., para. 57.

[13] ibid, para. 67.

[14] 'Promoting fundamental British values as part of SMSC in schools: departmental advice for maintained schools', Department for Education (2014), available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf, last visited: 17 June 2017, p. 3.

maintained and academy) schools are required to teach a broad and balanced curriculum "promot[ing] the spiritual, moral, cultural, mental and physical development of pupils at the school".[15]

In the wake of the Trojan horse affair an amendment to the Independent School Standards regulations, which came into force in September 2014, required schools to "actively promote British values".[16] Independent schools, academies and free schools must comply with the Independent Schools Standards, which state:

> It is a requirement that the written policy, plans and schemes of work do not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.[17]

While the Independent Schools Standards in Wales are decided by the Welsh government, the same standards of promoting spiritual, moral, social and cultural development also apply to Welsh independent schools.[18]

Schools, therefore, have an obligation to both safeguard their students from extremism, and incorporate the values that counter extremism into their curriculum. This was made clear by the advice published in 2015 by the Department for Education (DfE). Alongside the duty to safeguard students from being drawn into terrorism and identify students vulnerable to radicalisation, it advised that schools "build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views".[19] The DfE advice refers the reader to previous guidance published in 2014 on promoting British values in schools.[20]

At a minimum, schools are required to ensure their Designated Safeguarding Lead (DSL) undertake the Home Office-developed Workshop to Raise Awareness of Prevent (WRAP) training.[21] The DfE suggests that Personal, Social and Health Education (PSHE) and Citizenship may be one way of building resilience and incorporating controversial issues such as extremism into the curriculum.[22] The advice also suggests that the local authority and police may be able to provide resources, but that some resources may come with a financial cost.[23] These resources, schools are told, should be suitable, age appropriate, and staff should have the knowledge and confidence to deliver them.[24]

Further advice on appropriate resources came in the form of the Educate against Hate website (developed by the DfE and the Home Office), which provides a multitude of resources that the DfE regard as being of a suitable standard.[25] However there is no list of government accredited resources, the closest being the Home Office's Prevent Duty training catalogue (2016) which does not amount to endorsement.[26]

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[15] 'Education Act 2002', available at: http://www.legislation.gov.uk/ukpga/2002/32/pdfs/ukpga_20020032_en.pdf, last visited: 17 June 2017, sect. 78, para. 1.a; 'Academies Act', 2010, ch. 32, sect. 1, para. 6.a.
[16] Long, R., 'Briefing Paper: Counter-extremism policy in English schools', House of Commons Library (15 January 2016), available at: http://dera.ioe.ac.uk/25282/2/CBP-7345_Redacted.pdf, last visited: 17 June 2017, p. 19; Education (Independent School Standards) (England) (Amendment) Regulations 2014, available at: http://www.legislation.gov.uk/uksi/2014/2374/pdfs/uksi_20142374_en.pdf, last visited: 17 June 2017.
[17] 'Independent Schools Standards', 2014, available at: http://www.legislation.gov.uk/uksi/2014/3283/pdfs/uksi_20143283_en.pdf?dm_t=0,0,0,0,0, p. 18; 'Revised Prevent Duty Guidance: for England and Wales', HM Government (2015), para. 58.
[18] ibid., para. 59.
[19] 'The Prevent Duty: Departmental advice for schools and childcare providers', Department for Education (2015), available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf, last visited: 17 June 2017, p. 5
[20] ibid., p. 8; 'Guidance on promoting British values in schools', *Department for Education*, 27 November 2014, available at: https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published, last visited: 17 June 2017.
[21] 'The Prevent Duty: Departmental advice for schools and childcare providers', Department for Education (2015), p. 7.
[22] ibid., p. 8.
[23] ibid., p. 8-9.
[24] ibid., p. 9.
[25] ibid., p. 9; 'Educate against Hate', available at: http://educateagainsthate.com/?gclid=CjwKEAjw4IjKBRDr6p752cCUm3kSJAC-eqRtwEJ-wHMyKuppLcXsYLpsNwuzenlKC9pLMW4m9snkexoCptXw_wcB, last visited: 17 June 2017.
[26] 'Prevent: Training Catalogue', Home Office (2016), available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/503973/Prevent_Training_catalogue_-_March_2016.pdf, last visited: 17 June 2017.

As part of the government's counter-extremism strategy, the Office for Standards in Education, Children's Services and Skills (Ofsted) are required to assess schools on their promotion of "fundamental British values and safeguard pupils from the risk of extremism".[27] Bar some privately funded independent schools, Ofsted must consider the school's approach to safeguarding against radicalisation and their procedures for dealing with vulnerable individuals. The training of inspectors is regularly updated in line with policy and guidance such that they "understand the link between extremism and the general safety and wellbeing of children and young people".[28] Ofsted's School Inspection Handbook states that inspectors will consider:

> How well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.[29]

Likewise, pupils' social development is demonstrated by their "acceptance and engagement with the fundamental British values".[30]

Maintained schools who fail to meet requirements will face intervention, while academies and free schools may have their funding terminated. Welsh schools are similarly inspected by Estyn, HM Inspectorate for Education and Training in Wales.[31]

Education and training is a devolved power in both Wales and Scotland. Whilst this study primarily focuses on England and Wales, the Prevent Duty must also be implemented in Scotland.[32] The guidance for Scotland states that a local authority is expected to make "arrangements in relation to the Prevent duty to be applied to schools", including policies relating to IT use in schools.[33] According to the guidance, all local authority schools, independent schools and grant-aided schools are subject to the guidance.[34] In Scotland:

- The independent schools sector is expected to have a Prevent lead who demonstrates "an understanding of the local and national multi-agency Prevent governance arrangements" and to liaise with Education Scotland and the local authority Prevent lead;[35]
- Schools must demonstrate willingness to "undertake Prevent awareness and other training that could help staff to prevent people from being drawn into terrorism", establish robust information sharing procedures, and link their Prevent work to existing safeguarding policies.[36]

All Scottish schools, including independent schools, are inspected for compliance by Education Scotland.[37]

2.3. The Role of Local Authorities

The DfE advice states that the Prevent Duty ought to build on pre-existing local partnership arrangements, with schools working in partnership with Local Safeguarding Children Boards (LSCBs) and the local

[27] Counter-Extremism Strategy, HM Government (2015), para. 73.
[28] ibid.
[29] School Inspection Handbook, Ofsted (2016), available at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/553942/School_inspection_handbook-section_5.pdf, last visited: 17 June 2017, p. 37.
[30] ibid., p. 35.
[31] 'Revised Prevent Duty Guidance: for England and Wales', HM Government (2015), para. 72.
[32] 'Revised Prevent Duty Guidance: for Scotland', HM Government (2015).
[33] ibid., para. 44-45.
[34] 'Independent school' is defined "a school at which full-time education is provided for five or more pupils of school age [...] not being a public or grant-aided school" and "grant-aided school" is defined as "a school in respect of which grants are made by the Secretary of State to the managers of the school" (see Education (Scotland) Act, 1980, section 135), available at: http://www.educationengland.org.uk/documents/acts/1980-education-scotland-act.pdf, last visited: 17 June 2017; 'Revised Prevent Duty Guidance: for Scotland', HM Government (2015), para. 51
[35] ibid., para. 53.
[36] ibid., para. 54-55.
[37] ibid., para. 56; 'Independent school inspections', Education Scotland, available at: https://education.gov.scot/what-we-do/inspection-and-review/about-inspections-and-reviews/Independent%20school%20inspections, last visited: 17 June 2017.

authority, incorporating Prevent into their existing safeguarding policies.[38] Local councils were expected to:

- Establish or use pre-existing multiagency groups to co-ordinate Prevent activity and assess risk;
- Use existing local profiles to assess the risk of individuals from the area being drawn into terrorism;
- Engage with partners (Prevent coordinators, schools, universities, colleges, local prisons, probation services, health, immigration enforcement et al) to assess risk;
- Make the Prevent Duty part of the daily work of the local authority, in particular, in safeguarding;
- Develop an action plan on the basis of the risk assessment;
- Ensure that frontline staff understand the Prevent Duty, are trained to identify individuals vulnerable to radicalisation and are aware of how to act to deal with that individual;
- Finally, Prevent coordinators are expected to work with the local safeguarding children boards.[39]

In addition, the Home Office provides funds to high priority local authority areas for a dedicated Prevent co-ordinator.[40] These Home Office designated areas are categorised, in descending order of priority — Tier 1, Tier 2 and Tier 3.[41] Tier 1 areas have already been provided with dedicated Education Officers to engage directly with schools, and these are being rolled out to Tier 2 areas.[42]

The ways in which Prevent is incorporated into the curriculum is inseparable from these local structures. The local procedures and communication of a local authority, personal relationships and available resources affect a school's awareness of and access to resources. It is therefore significant that practice differs greatly across the country.

Because Prevent's ability to adapt to local contexts and maintain its relevance is one of its strengths, variation in practice is sometimes lauded as indicative of success. However, Prevent having been incorporated into pre-existing local authority structures and procedures, differing practice may be incidental rather than best suited. National channels of communication to share best practice are lacking. Consequently, some local authorities may be unaware that they face challenges for which others are implementing a solution.

2.4. Resource and Training Providers

Alongside local councils and guidance from the Home Office and DfE, private or charitable organisations and companies offer services to schools, producing resources and providing training. Some local authorities may outsource to these organisations, or even have part-ownership of a private company, as is the case with Entrust, which is part owned by Staffordshire County Council and produces resources.[43] In some regions similar functions are provided by school improvement bodies, such as the Birmingham Education Partnership. These organisations are part funded by the local authority in conjunction with schools who subscribe and use the services provided according to their needs, paying for services that were formerly provided for free by the local authority.[44]

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[38] 'The Prevent Duty: Departmental advice for schools and childcare providers', Department for Education (2015), p. 7.
[39] Taken *verbatim* from 'Counter-Terrorism and Security Act 2015 and the Prevent Programme', London Councils, available at:
http://www.londoncouncils.gov.uk/node/28115/counter-terrorism-and-security-act-2015-and-prevent-programme, last visited: 17 June 2017.
[40] 'The Prevent Duty: Departmental advice for schools and childcare providers', Department for Education (2015), p. 7.
[41] 'Counter-Terrorism and Security Act 2015 and the Prevent Programme', London Councils.
[42] Respondent 13.
[43] Respondent 12.
[44] Private correspondence.

Other local authorities have entered into a relationship with universities, such as Professor Jane Reeves and her colleagues at the University of Kent,[45] or Dr Paul Jackson (University of Northampton) who has produced resources for the police and local authorities on far right ideologies.[46]

Online safeguarding organisations, such as the UK Safer Internet Centre, including South West Grid for Learning (SWGFL) and Childnet International, provide support for schools through monitoring and filtering, and creating awareness relating to online safety.

In addition, specialist organisations such as the PSHE Association, Citizenship Foundation, and SSS Learning that produce resources in many areas also produce resources signposted by local authorities as useful in incorporating Prevent into the curriculum. Other organisations and projects focus more specifically on Prevent related issues, such as Since 9/11, REWIND UK, Let's Talk About It, Prevent for Schools (P4S) and the Getting on Together Project.

More rarely, resources are produced by specialist authors, such as Alison Jamieson and Jane Flint's age-specific resources *Talking about Terrorism: Responding to Children's Questions* (2017) and *Radicalisation and Terrorism: A Teacher's Handbook for Addressing Extremism* (2015).

There are a vast number of organisations and individuals providing WRAP or other Prevent-related, or ideological training. Some of these organisations, such as Tadris Consultants, deliver training through experienced well-qualified individuals with a background in Prevent, either through the police or local authority. Whilst some organisations deliver the Home Office-developed WRAP training, others, such as ConnectFutures, independently provide consultancy, training and resources to build resilience to extremism across a number of sectors, including primary and secondary schools.[47]

Finally, there are:

- Organisations producing resources not intended for use in schools in relation to Prevent, but whose resources are used in that way, such as the Institute of Ideas;[48]
- Public bodies that produce resources broadly related to Prevent in the curriculum, such as the Crown Prosecution Service's Schools Project on racist and religious hate crime[49] and the UK Parliament's The Campaign Trail game, that educates young people about democracy;[50]
- Specialist organisations, such as the Institute of Strategic Dialogue's Extreme Dialogue and the Quilliam Foundation, who do not specialise in resource production but engage with schools through resources or talks. Kent County Council, for example, signpost schools to Quilliam's FATE project;[51]
- Innovative groups, such as AlterEgo Theatre group who produce counter-extremism performances. Assemblies, such as those produced by Me and You, on far right and Islamist extremism may also fall into this category.

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[45] Respondent 28.

[46] Respondent 27.

[47] 'ConnectFutures', available at: http://connectfutures.org/, last visited: 12 July 2017

[48] Respondent 20.

[49] 'Schools Project- Racist and Religious Hate Crime', Crown Prosecution Service, available at: http://www.cps.gov.uk/northwest/working_with_you/hate_crime_schools_project/schools_project___racist_and_religious_hate_crime/, last visited: 17 June 2017.

[50] 'The Campaign Trail Game', UK Parliament, available at: http://www.parliament.uk/education/teaching-resources-lesson-plans/campaigning-game-key-stage-2/, last visited: 17 June 2017.

[51] See: 'Prevent in Schools', KELSI, available at: http://www.kelsi.org.uk/child-protection-and-safeguarding/prevent-within-schools; Find FATE, available at: http://www.findfate.org/en/home/; both last visited: 17 June 2017.

3. The Impact of Local Context, Partnership and Communication

3.1. A School's Awareness of Resources

Respondents suggested that schools' knowledge of high quality resources is *ad hoc*, and dependent on a number of factors, including but not limited to:

- The activities of the local authority;
- The location, funding and resources of the local authority (depending on its designated tier);
- The knowledge, expertise and awareness of the individual in a particular post at the local authority (which often depends on its designated tier);
- The availability of resources and funds (whether the resources are costly);
- The engagement and relationship of the school to the local authority (affected by time and financial pressures);
- Their method of accessing resources (via a relationship with a local authority or organisation, or the internet);
- The marketing capabilities of groups providing resources, products or training.

Those areas with the highest perceived awareness tend to be priority (tier 1) areas with extensive strategies for engaging with schools. One of the methods of engagement that appeared effective was the creation of networks, such as the ARISE network (established by the London Borough of Ealing) and the London Prevent Network.[52] The ARISE network was established on a pre-existing e-safety network, and includes 17 schools which create, share, and pilot resources for use in the 120 schools in the area. By responding to feedback the network is reported a having improved the positive response of schools in the area.[53]

Regular meetings are held by a host school involving relevant staff from the local council, police, the health improvement team, the council's PSHE lead, and guest speakers, including from the DfE, curriculum leads, and those who have recently undergone Ofsted inspections. Through this network they produced a widely publicised toolkit, available through the Educate against Hate website and Ealing Grid for Learning.[54]

The London Borough of Tower Hamlets provides a similar example; best practice techniques are shared through the education network allowing for collaboration and improved practice. Tower Hamlets can produce lesson plans on request which they deliver or train staff to deliver, and provide lesson plans and assemblies on a USB. Other Tower Hamlets resources, on a range of relevant topics, are freely available online through the Educate against Hate website.[55]

Another network is the Prevent Advisory Group (PAG) established by the London Borough of Hammersmith and Fulham and the Royal Borough of Kensington and Chelsea. The group has been meeting monthly for approximately five years and has expanded its membership to community groups

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[52] Respondent 1; Respondent 3.
[53] Respondent 1.
[54] Respondent 1; 'Ealing Prevent Toolkit for Schools', London Borough of Ealing (2016), http://educateagainsthate.com/download/18, last visited: 17 June 2017.
[55] Respondent 3; 'Support for Learning Service (SLS) Prevent Resources, Tower Hamlets, available at:
http://www.towerhamlets.gov.uk/lgnl/education_and_learning/Prevent_resources/Support_for_Learning_Service_SLS_Prevent_Resources.aspx, last visited: 17 June 2017.

and faith institutions.[56] Whilst this is not an explicitly educational network, it functions as a model of engagement.

The expertise of council staff also affects practice: one respondent noted a general lack of expertise within some local authorities. The London Borough of Newham, for example, employs individuals with an extensive background in the field of extremism and radicalisation. As a result, they are able to assess the quality of resources and produce their own, without needing to outsource to those with expertise, and can produce bespoke resources according to need. Additionally, Newham has an increased focus on education due to a belief that it is the best way to build resilience in the community at large.[57] Finally, these priority areas appear more able to offer resources for free and devote more time and resources to innovative engagement.[58]

Whilst awareness of Prevent is believed to be improving, there is still a widespread perception across sectors that schools are not aware of what is available to them[59] — knowledge of resources amongst school staff is largely dependent on the awareness of those in the local authority.[60] Due to a paucity of resources in low priority (tier 2 and 3) areas, awareness is often lacking and even when requests are made, local authorities are not sure which resources to recommend, what resources are available, or how to ensure the quality of resources.[61]

There is likewise general lack of awareness about practice in other councils. For example, one council may not know that other low priority councils work with private organisations to produce resources (such as Staffordshire County Council's part ownership of Entrust).[62] One Community Safety Officer in a tier 3 local authority found that schools' awareness of e-learning was good, but that knowledge of resources was limited. He recalled having seen some excellent resources only to be unable to access them because his county is not a high priority area, and noted having encountered a good product but that the individual in possession of the product had been unwilling to share it.[63] Staff in lower priority local authority areas may also have less time to spend researching resources[64] and may be less aware of what the criteria is for judging a resource.[65]

Schools within low priority areas, where a lack of resources and chains of communication result in a lack of awareness, may look for resources using a google search.[66] Resources found online, or on websites used by teachers such as the Times Educational Supplement (TES) or Twinkle, are often unattributed, and do not come with any quality assurance or guidance for use. Given the almost unanimous agreement among respondents that teachers suffer from a lack of time, this is concerning. One primary school teacher noted that she did not know how to speak to her class after the May 2017 attack on Manchester, and so played them a video from the BBC's children's show Newsround.[67]

The designation of certain councils as priority areas is a necessary means of apportioning resources. The area of Crawley is designated as a higher priority area than the low priority area of West Sussex, within which it is situated. The Home Office are funding Prevent education officers for all tier 1 and 2 areas,

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[56] 'Counter-Radicalisation at the Coalface: Lessons for Europe and Beyond', RUSI Newsbrief, vol 37, No. 1 (February 2017), available at: https://rusi.org/sites/default/files/nb_vol37_no1_davis_and_parker.pdf, last visited: 17 June 2017.
[57] Respondent 2.
[58] Respondent 1; Respondent 2; Respondent 3.
[59] Respondent 15.
[60] Respondent 14.
[61] Respondent 14.
[62] Respondent 14.
[63] Respondent 7.
[64] Respondent 7.
[65] Respondent 14.
[66] Respondent 23.
[67] Respondent 31, Anonymous; 'Manchester Concert Attack', BBC Newsround, 23 May 2017, available at: http://www.bbc.co.uk/newsround/40010596, last visited: 17 June 2017.

one of which will work within Crawley. However, there are some schools on the periphery of Crawley that fall within the low priority area but are regarded as subject to a similar risk. Within the council, one suggestion has been that an individual within West Sussex County Council may learn from the Prevent Education Officer and replicate practice; however, there is a concern that this would not be feasible given the resources and the comparable size of the rest of West Sussex.[68] Low priority areas recognise the increased needs of other areas, but this does not preclude a solution to the challenges faced by these areas across the country.

3.1.1.   Challenges Facing Local Authorities

A subject specialist at one organisation summed up some of the difficulties facing local authorities: when a school is in the right area, with a good local authority and chains of communication, and a knowledgeable individual in the relevant post, resources will be cascaded down.[69] Yet many local authorities do not have the resources for this, and chains of communication are disrupted.

Local authorities had, in the past, provided a more supportive, holistic and pastoral role in their engagement with schools. The majority of schools no longer have an individual in the relevant post, and there is no community PSHE network through which to pass resources and information.[70] One respondent questioned the lack of sharing between local authorities, suggesting that he believed the disbanding of regional government offices for financial reasons had disrupted the ability of local authorities to have regional Prevent meetings. These meetings provided a chain of communication with government, feeding through the latest information, hosting events and networking across the region.[71]

Along with increasing fragmentation in communication across local authorities, another concern raised was the implications of the increasing number of academies. 2012 saw a huge rise in the number of academies across the UK,[72] a number that has continued to rise following educational reforms aimed at improving underperforming schools by taking them out of the control of the local authority.[73] One respondent noted that academies seemed to be amongst the least engaged with the local authority over Prevent.[74] Academies have far more freedom than maintained schools because they are not required to follow the national curriculum. Research carried out by the DfE found that in 2014, 87% of academies procured services that were previously provided by the local authority and that 55% had made changes to their curriculum. The research also suggested that 60% collaborated with other schools in more formalised partnerships.[75] In short, though the structures within which schools operate and communicate have altered, there are concerns among some respondents that former communication channels have not been replaced.

One respondent noted that with changes in the local authority, and a move away from fundamental training being provided by the local authority, schools increasingly outsource. The respondent speculated that this may be driven by budget cuts, the shrinking size of local authorities and the consequent difficulty in securing places on local authority training courses. In addition, cuts to school budgets make it more difficult for schools to permit teachers to attend training courses, when that means paying for a substitute

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[68] Respondent 13.
[69] Respondent 23.
[70] Respondent 23.
[71] Respondent 7.
[72] 'Huge increase in academies takes total to more than 2,300', *HM Government*, 7 September 2012, available at: https://www.gov.uk/government/news/huge-increase-in-academies-takes-total-to-more-than-2300, last visited: 17 June 2017.
[73] 'Gove: 570 failing primary schools turned into academies', *Daily Telegraph*, 7 April 2014, available at: http://www.telegraph.co.uk/education/educationnews/10748091/Gove-570-failing-primary-schools-turned-into-academies.html, last visited: 17 June 2017.
[74] Respondent did not wish to be identified.
[75] 'Do academies make use of their autonomy?' Department for Education Research Report (2014), available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/401455/RR366_-_research_report_academy_autonomy.pdf#page=18, last visited: 17 June 2017, p. 18.

during their absence. The respondent noted that due to the increasingly decentralised structure, schools find resources and training "by word of mouth" and by using the internet.[76]

3.1.2. The Role of the Police

There has been a general shift away from a police-led approach to Prevent. The Dovetail Pilot is emblematic of this shift. In 2016 the Home Office instituted a pilot programme that "indicated their intention to move the entirety of Prevent activity... into the local authority [where the pilot is being carried out] by the end of 2017/18" with the aim of positioning Prevent closer to local communities and more closely related to safeguarding within the local authority.[77]

Whilst this is being piloted in a limited number of areas and police engagement still varies, the general shift away from the police-led approach is seen across the country. Nevertheless, there are differences of opinion about the involvement of the police. Some respondents agreed with the 'Dovetail hypothesis', namely that the police are not suited to the community and local authority work required by Prevent.[78] Others hold that it asks too much of teachers and council workers who are not well equipped, and that the handover to local authorities runs the risk of failing to transfer the expertise of the police, who previously have been heavily involved with Prevent work.[79] Another argument in favour of close police involvement is their ability to assess risk on the basis of information that cannot be made available to the local authority.[80] Whilst the initial results of the Dovetail Pilot are yet to be reported on,[81] the general perception among the participants favoured the shift away from the police-led approach.

3.1.3. Challenges Facing Resource and Training Providers

The two primary challenges facing resource and training providers are funding and marketing.

Whilst there is a perception that schools are willing to pay for high quality resources,[82] organisations from all areas providing support for schools in relation to Prevent are facing funding challenges. As a result, a number of organisations can only support a limited number of staff and it can be difficult to find individuals with the right skills who are willing to work for free.[83] Some organisations have found a solution in charging for their products,[84] whilst others endeavour to keep their resources free despite the funding challenges.[85] Political changes may also affect these organisations; there is a concern that South West Grid for Learning (Part of the UK Safer Internet Centre) will lose its funding from the European Union when Britain exits the European Union.[86]

One of the most commonly named challenges facing schools was reduced funding. The reduction of funds available to schools may continue to rise, with the Institute of Fiscal Studies predicting a 6.5% real-term reduction in spending per pupil between 2015-16 and 2019-20.[87] At the same time, many respondents believed that the government seems to be intent on keeping the market open as a means of

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[76] Respondent 32.
[77] Wilkinson, N., 'The Prevent Duty and Dovetail Pilot Update—to Kent Community Safety Partnership', 13 October 2016, available at:
https://democracy.kent.gov.uk/documents/s72652/C2%20The%20Prevent%20Duty%20and%20Dovetail%20Pilot%20Update.pdf, last visited: 17 June 2017, Para.
4.1
[78] Respondent 2.
[79] Respondent 6; Respondent 5; 'Prevent, Police and Schools: Helping Schools Stay Safe: Guidance for Police Officers and Police Staff', Association of Chief
Police Officers.
[80] Respondent 5.
[81] Respondent 5.
[82] Respondent 32.
[83] Respondent 22.
[84] Respondent 15.
[85] Respondent 24.
[86] Respondent 25.
[87] 'Long run comparisons of spending per pupil across different stages of education', Institute of Fiscal Studies (2017), available at:
https://www.ifs.org.uk/publications/8937, last visited: 17 June 2017.

encouraging innovation.[88] This means that organisations that invest in the production of high quality resources see a return when those products can be sold at a cost. With limited budgets, schools may find it difficult to purchase these high quality products and resort to online products of unknown origin and quality. There may also a risk that producers of high quality resources may not find sufficient demand for their products, resulting in their being priced out of the market.

Funds have been made available for these groups. The Home Office's Building a Stronger Britain Together programme encouraged groups to bid for funding and support to "expand their reach and influence".[89] Likewise, the Office for Security and Counter Terrorism (OSCT) and Home Office's "Project Innovation Fund for Prevent" was established to fund innovative projects using new methods or technologies "with a potential for replication nationally", for piloting projects or "promoting understanding and learning, identification and dissemination of best practice".[90] Nevertheless, these organisations continue to face funding challenges, suggesting that one-off grants and funds do not create the long-term stability required for these organisations to grow and contribute.

In addition, organisations across the board found it difficult to create awareness of their products and get access to schools. The ability to get into schools and engage with them, particularly as Prevent can be a low priority when schools organise their inset days, was a difficulty noted by a number of respondents.[91] Creating awareness in schools of resources and products available has been a difficulty across the country. One respondent noted that the greatest challenge is not being able to create awareness of a good product.[92] Organisations tend to rely on word of mouth and social media, not having a large enough budget to have a dedicated marketing team.[93]

3.1.4. Online Safety

In addition to incorporating Prevent into the curriculum, schools are "expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering".[94] There are a number of organisations helping schools to fulfil this aspect of their safeguarding duty, some of which also produce resources that can be used in the curriculum. An example is the resource "Trust Me", which develops critical thinking skills online and was produced by the London Grid for Learning and Childnet International.

In addition to the access, marketing and funding challenges faced by other organisations, online safety providers also face specific difficulties. One challenge centres on the definition of "appropriate levels of filtering". A respondent noted the ambiguity over what this requires and that there is no consistent definition or agreement of terms used to filter online use, suggesting that more guidance or agreement is needed.[95]

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[88] Respondent 1; See also the 'Home Office "Project Innovation Fund for Prevent" launched', The Charity Commission, 9 November 2015, aimed at encouraging charities to bid for a grant of £100,000 for innovative proposals.
[89] 'Building a Stronger Britain Together', Home Office, 16 September 2016, available at: https://www.gov.uk/guidance/building-a-stronger-britain-together, last visited: 2 July 2017.
[90] 'Home Office "Prevent Innovation Fund for Prevent" launched', The Charity Commission, 9 November 2015, available at: https://www.gov.uk/government/news/message-from-the-home-office-project-innovation-fund-for-prevent-launched, last visited: 2 July 2017.
[91] E.g. Respondent 24; Respondent 16.
[92] Respondent 32.
[93] Respondent 4.
[94] 'Revised Prevent Duty Guidance: for England and Wales', HM Government (2015), para. 71.
[95] Respondent 25.

4. What Is a High Quality Resource?

4.1. How Do Teachers Ensure the Quality of Resources?

Whilst it is clear that there are companies providing high quality innovative resources, there was concern among a number of respondents that the quality of resources are at risk because companies have jumped on the "Prevent gravy train" for commercial benefit.[96] These companies provide training in topics related to Prevent, and produce resources, unmonitored and free from scrutiny. Given the general lack of awareness, time-pressure, the lack of expertise required to discriminate between good and bad content, and the word-of-mouth transmission of resources, a lack of quality assurance is problematic.

When it became incumbent on public bodies to incorporate Prevent into the curriculum, the DfE and Home Office produced the Educate against Hate website, which provides resources for use in schools. Whilst the DfE no longer provided curriculum material and guidance in other areas, it was felt that Prevent represented an exception because the concept of Prevent was so new to schools. The department requested that the best resources be sent to them from across the country, from Prevent coordinators and practitioners, and made a request online.

These resources were then assessed by experts and educational consultants to review their quality using broad criteria including their accessibility, usability, accuracy and appropriateness. Many of the resources were produced by coordinators and practitioners and were therefore of a high quality.[97]

As with the Home Office's Prevent Duty training catalogue (2016), the Educate against Hate resources are recommended by the DfE and have undergone scrutiny but they are not accredited.[98] In addition, the website is not comprehensive, not least as it excluded good quality resources that have to be purchased, because the DfE and Home Office agreed that only free and accessible materials were to be posted.[99] Despite this scrutiny, recommendation is not the same as assurance that a resource is fit for purpose. One respondent noted that he would not be comfortable using a resource that demonstrates no history or track record of use, suggesting that a process of validating resources must be considered.[100]

Organisations such as the PSHE Association provide quality assurance, but this is limited by their available resources. The PSHE Association can, for example, assure the quality resources sent to them by organisations who wish to benefit from their quality mark, or to receive consultation on improving resources to meet their best practice criteria.[101] This ensures that the resources are of a high quality and are safe to use, and are publicised to their members. However they cannot provide this service for free, even if the resource may be of a high quality, and the availability of funding for a non-core subject such a PSHE is far less than that for Maths and English.[102]

Due to the difficulties faced by schools in ensuring the quality of their resources and finding quality resources easily under time constraints, a number of respondents mentioned the need for some form of accreditation or quality assurance. Because schools and academies often share resources by word of mouth, it is possible that without this, they will share material that is not robust.[103] One respondent suggested a directory may be useful, making information about others working in the area, networks,

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[96] Respondent 22.
[97] Respondent did not wish to be identified.
[98] Respondent 16.
[99] Respondent did not wish to be identified.
[100] Respondent 16.
[101] Respondent 23.
[102] Respondent 23.
[103] Respondent 32.

organisations, and quality assured resources and training providers, available to practitioners and Designated Safeguarding Leads (DSLs).[104]

However, some difficulties were also raised. Falling within a broader concern that there is no commonly understood definition of violent and extremist content beyond the legal definitions, one respondent noted that alongside making it difficult for online monitoring and filtering providers to consistently assess what is "inappropriate" content there is a general challenge in agreeing the criteria on which resources should be judged.[105] Accreditation of individual resources may also run into difficulty when considering the lifespan of a resource's relevance. Whilst it is believed teachers would respond positively to accreditation, there is also a challenge of ensuring that a resource has not become outdated despite its initial quality assurance.[106]

Who would be responsible for ensuring quality and consistency across the country is an open question, as is the question of whether it would be wiser to base accreditation on specific resources, or the provider which produces them. One respondent expressed concern that the accreditation of a large number of resources could not feasibly be achieved at a national level due to cost and the amount of time it would take, suggesting the possibility that Prevent boards be given guidance so that they are in a position to quality assure products.[107]

One respondent noted that this would be "difficult to achieve, and costly. Who would be responsible and on what criteria?". They also highlighted the risks of the criteria being politically driven and the removal of "the teacher's discretion and freedom to use resources according to the needs of the class".[108]

Respondents raised a number of challenges regarding the accreditation of resources, including: who would have the authority and resources to accredit resources; who would decide on the criterion; that accreditation of all resources or accreditation on a national level would be costly and impossibly difficult; that accreditation would impede necessary flexibility; and that accreditation may create an undesirable perception amongst school staff that the resource does not need to be adapted to the local school setting. Nevertheless, there was general agreement that a mark of quality was desirable and would improve teachers' confidence in delivering the resources.

Some local authorities also saw a need, not just in assuring the quality of resources, but ensuring some kind of consistency in practice, knowledge and training across the country, irrespective of tier-designation. All recognised the importance of flexibility in ensuring relevance to the local area's unique context is maintained. However, most were concerned about a lack of consistency. The use of WRAP training, for example, seems to range across a spectrum from those who do not deviate from the original product, to those who adapt it significantly or diverge such that it ceases to be WRAP training. There was a general perception that whilst balance had to be struck, consistency is difficult given a lack of leadership with regards to quality.

4.2. The Criteria for Judging the Quality of Resources

Organisations that offer a mark of quality assurance must apply criteria. The PSHE Association, for example, broadly requires that resources:

- Provide a safe and supportive learning environment for all learners;

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[104] Respondent 10.
[105] Respondent 25.
[106] Respondent 4.
[107] Respondent 12.
[108] Respondent 33.

- Establish the 'starting point' of all learners;

- Build on previous learning and provide opportunities for learners to demonstrate their progress in knowledge, skills and understanding;

- Present information in a positive and learner-friendly way;

- Use 'active' teaching and learning techniques to engage pupils and to develop their understanding, knowledge and skills;

- Provide information that is up to date, realistic and relevant to pupils' lives;

- Provide opportunities for pupils to use and apply knowledge, understanding and skills;

- Ensure a whole school approach to the teaching of PSHE;

- Promote positive working relationships within and outside the school community;

- Take into account pupils' views and perceptions across the programme or unit of work.[109]

When measured against this criteria, many of the resources available over the internet are found wanting. Despite minor disagreements over the ideal content and style of resources, respondents across sectors were in broad agreement regarding their concerns about the quality of available resources. One noted that even though some local authorities have produced good quality resources, they still do not meet best practice educational criteria, using outdated and counterproductive stereotyping. Among others, this respondent highlighted the general paucity of high quality resources.[110] Users of TES, one of the most commonly used repositories, are unable to check for quality, requiring them to search through large amounts of material.[111] Concerns were also raised about the increasing reliance on the internet more generally.[112]

Another respondent was concerned that some resources were too *light,* and "don't get to the point". Because of a lack of confidence and knowledge on the topic, resources tend to be vague and general, and often fail to strike an appropriate tone.[113] Others agreed that bad resources tended to be far too generic,[114] that the promotion of themes such as "Britishness" were superficial.[115]. Sometimes this fear means that the teaching on sensitive topics becomes ineffective.[116]

Respondents agreed that many resources are found lacking in a number of areas:

4.2.1. *Relevant and Engaging*

A number of respondents were concerned about the effectiveness of resources. Some resources rely upon "shock and awe", presenting the most extreme cases of the far right and Islamist ideologies, leading to concerns that students do not engage because they fail to see themselves represented in the cases.[117]

Professor Jane Reeves, of the University of Kent, Centre for Child Protection stated that many resources available simply "won't sink in".[118] Zak, and their new resource "Maryam and Joe: Behind Closed Doors" as well as other resources developed by the Centre, are simulations developed using the social constructivist theory of education, which holds that knowledge and its retention is constructed through

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[109] 'Quality Mark for Resources: Assessment Criteria', *PSHE Association*, available at: https://www.pshe-association.org.uk/quality-mark-for-resources, last visited: 17 June 2017.
[110] Respondent did not wish to be identified.
[111] Respondent 3.
[112] Respondent 33.
[113] Respondent 2.
[114] Respondent 12.
[115] Respondent 27.
[116] Respondent 23.
[117] Respondent 25.
[118] Respondent 28.

social interaction. This encourages young people to practically interact with information on radicalisation and develop their critical evaluation skills rather than just being passive recipients of, for example, a film. On this basis, the resources developed by Professor Reeves and her colleagues use simulation to improve retention of safeguarding messages relating to grooming and radicalisation.[119] In addition, Professor Reeves stressed that an effective resource must be appealing and easy to use— for this reason, the simulation resources use social media to engage young people.[120]

A need for interactive tools was widely perceived; one respondent had received feedback from a local college indicating a need for interactive resources that gives the user some control over the story and engages them;[121] another wanted to see more interactive web based tools, rather than a teacher delivering an education pack.[122] There was general consensus that a "PowerPoint heavy" approach was not ideal.[123]

Another issue raised by a number of respondents was the paucity of good resources relating to far right extremism. Many respondents were concerned that in areas where Islamist extremism is perceived as less relevant than far right extremism, a paucity of resources on the latter would result in lessened engagement.

4.2.2. 'Fit for Purpose', Evidence-based and Piloted

Barrie Phillips, of the Getting on Together Project, emphasised the need for resources to be "fit for purpose", meaning they are not just structured and confidently delivered by trained individuals, but also have clear objectives complementary to the national curriculum.[124] Many were in agreement with Professor Jane Reeves, who noted that an effective resource must be robust, research-based, and underpinned by a sound theoretical framework.[125]

All agreed that an evidence based approach that pilots resources and involves teachers and young people in the development process produces a more valuable resource. These resources are not created in a vacuum and respond to need. It is important that focus groups and pilots are used to make sure that resources can be readily applied and are suited to the setting for which they are intended.[126] The user-led approach to creating resources appears most compatible with networks, such as Ealing council's ARISE network, which are able to develop and pilot resources before sharing them widely within the area.

Resources produced by the University of Kent, Getting on Together Project, Since 9/11, SSS Learning Ltd and the PSHE Association, among others, do follow these standards. The PSHE Association, for example, follows the best practice principles founded on research into PSHE teaching.[127] Others, including local councils, use piloting and focus groups to develop their resources. However, there are many resources online that are of unknown origin and are not demonstrably grounded in evidence that they are safe and effective.

4.2.3. Age-appropriate

There was general agreement among all respondents that there is a paucity of age-appropriate resources for primary school age children. At the same time, it was acknowledged discussions relating to extremism have to take place before children reach secondary school when their attitudes are forming, preferably in

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[119] Respondent 28.
[120] Respondent 28.
[121] Respondent 13.
[122] Respondent 7.
[123] Respondent 22.
[124] Respondent 16.
[125] Respondent 28.
[126] Respondent 4.
[127] Respondent 23; 'Personal, Social, Health and Economic Education: From Theory to Practice', PSHE Association (2009), available at: https://www.pshe-association.org.uk/download/resource/node-field_download_all_files-147-0, last visited: 17 June 2017.

years 5 and 6.[128] Whilst there are age-appropriate resources available, many resources were regarded as too generic. Whilst skilled teachers can adapt secondary school resources for primary school children, it is believed that they would ideally like to use materials straight away.[129]

As mentioned above, higher priority areas tended to be more aware of age appropriate resources. The Ealing ARISE network, for example, developed age appropriate resources with a teacher-led approach, based on the belief that teachers are better positioned to understand what is appropriate and how to adapt the resources.[130] Even though lower priority areas seemed less likely to know about primary school-specific resources,[131] even those more aware of age-appropriate resources noted that more primary school resources are needed.[132]

Respondents were also concerned by the paucity of specific resources in other areas, such as those for Special Educational Needs (SEN) pupils, in particular for those with Autistic Spectrum Conditions (ASC).[133] This is surprising given that autistic or SEN pupils may be more vulnerable to influence from others, and this is recognised by Channel Vulnerability Assessment Framework (2012) as an indication of vulnerability to engagement with an extremist ideology. These students may have additional mental health issues that are also recognised as a vulnerability factor.[134]

One council had seen an increasing number of Channel referrals of young autistic pupils.[135] Respondents were concerned by the lack of resources available for these pupils given recent cases involving autistic individuals. Most recently, for example, Damon Smith, a student with Asperger's syndrome developed an interest in Islam and weapons, before placing a home-made bomb on the London underground.[136]

4.2.4.   Useable

Usability is key to an effective delivery. Teachers often access resources from teaching websites, where resources do not come with any guidance, lesson plan or advice relating to their use. As a result of the time constraints facing teachers, and a lack of expertise in extremism, resources must be readily useable.[137] The resource must allow "teachers to find information easily, even if an unexpected question is raised that they have not anticipated [...] even if the resource does not answer that particular question ideally it should help to find an answer quickly".[138] Bad resources were also identified through their poor and confusing structure.[139] Ideally, resources would be accompanied by structured advice guiding usage. However, there was a concern that even accompanying lesson plans can be generic and do not facilitate discussion.[140]

4.2.5.   Effective Delivery

Many resources are not accompanied by any guidance, and do not provide the teacher with the skills to deliver the lesson. One respondent stated that unless teachers have the confidence and knowledge that the resource they are using and the lesson they are teaching is correct, they will be hesitant to do it.[141] If the delivery of a resource is poor it could be counterproductive. One respondent emphasised the

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[128] Respondent 13.
[129] Respondent 18.
[130] Respondent 1.
[131] E.g. Respondent 7; Respondent 14; Respondent 1; Respondent 3.
[132] Respondent 3.
[133] Private correspondence.
[134] 'Channel: Vulnerability Assessment Framework', HM Government (2012), available at:
http://course.ncalt.com/Channel_General_Awareness/01/resources/docs/vul-assessment.pdf, last visited: 2 July 2017, p. 4.
[135] Private correspondence.
[136] 'Student planted homemade bomb on London tube, court told', *Guardian,* 26 April 2017, available at: https://www.theguardian.com/uk-news/2017/apr/26/student-planted-homemade-bomb-on-london-tube-court-told, last visited: 2 July 2017.
[137] Respondent 33.
[138] Respondent 33.
[139] Respondent 2.
[140] Respondent 12.
[141] Respondent did not wish to be identified.

importance of correct delivery; a teacher should not "open a can of worms" by introducing a topic and then "walk away from it" because they don't know how to follow up on the lesson. Entrust, a private company part owned by Staffordshire County Council, provides resources, offers guidance for the use of their resources or provides a PSHE specialist to deliver lessons and show staff how to handle sensitive topics.[142]

Schools are often unable to find curriculum space, and teach PSHE and Citizenship irregularly.[143] One respondent noted that one of the biggest challenges schools face in incorporating Prevent into the curriculum is a lack of curriculum space.[144] Whilst schools are encouraged to build British values into their curriculum,[145] the need for more regular work in this area, building year on year, was raised.[146] There is uncertainty about:

- What Prevent asks teachers to incorporate;
- What British values are;
- How to introduce the topics and facilitate discussions on these topics;[147]
- Which lessons in the curriculum should be used to introduce these topics.[148]

A number of respondents proposed making PSHE or Citizenship statutory in both primary and secondary schools,[149] and increasing curriculum space so that teachers can invest more in training.[150] One respondent noted that schools understand their safeguarding obligations but are unsure about the curriculum aspect of the duty. The respondent stressed that Ofsted does not judge the quality of what is being taught in this area and their expectations are not clear. The growing size of the curriculum has meant that lessons like Citizenship have been squeezed out.[151]

Subjects such as PSHE and Citizenship have been presented as an appropriate means of incorporating "resilience to radicalisation" into the curriculum.[152] Representing the views of a number of respondents, one stated that teachers are non-specialists, being asked to deliver lessons in which they are not properly trained.[153] It is difficult to see how time can be made for Prevent-related teaching without the creation of curriculum space. In Wales, the Getting on Together Project has developed a series of lesson plans. One of these, GOT 2 on challenging extremism has been accredited as part of an examination course for KS4 as part of the Welsh Baccalaureate.[154] A similar incorporation into the curriculum could be made available to children in England.[155]

In addition to the above, a number of other factors could cause a lack of confidence in teacher delivery:

- They are not sure if the resources they have are safe to use;
- They do not feel they know enough in the area to teach the topic safely;
- Misinformation about the Prevent strategy leads to doubt and a fear that teaching in this area is not in their student's best interests;
- They do not believe that the Prevent strategy is relevant to their school or area.

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[142] Respondent 12.
[143] Respondent 12.
[144] Respondent 33.
[145] Ealing Council provide guidance, see 'Ealing Prevent Toolkit for Schools', London Borough of Ealing (2016).
[146] Respondent 12.
[147] Respondent 32.
[148] Respondent 33.
[149] E.g. Respondent 12; Respondent 23; Respondent 18.
[150] Respondent 33.
[151] Respondent 18.
[152] 'The Prevent Duty and teaching controversial issues: creating a curriculum response through Citizenship', Association for Citizenship Teaching (2015) available at: https://www.teachingcitizenship.org.uk/sites/teachingcitizenship.org.uk/files/downloads/FULL%20Prevent%20and%20controversial%20issues%20guidance.pdf, last visited: 17 June 2017, p.1, 4.
[153] Respondent 12.
[154] Respondent 16.
[155] Respondent 16.

4.2.6. Additional Challenges to Good Delivery

Misinformation can be hugely damaging to the confidence of staff who are already unsure about how to teach sensitive issues. A number of respondents highlighted concerns that the reputation of Prevent, though improving, is still damaging staff confidence. In 2016 teachers backed a National Union of Teachers (NUT) motion rejecting the Prevent strategy for introducing "suspicion in the classroom and confusion in the staff room".[156] In April 2016 the Association of Teachers and Lecturers (ATL) conference backed two motions stating the belief that safeguarding is the most appropriate route to deal with extremism, and calling their Executive Committee to "lobby the Government to provide training of education professionals to raise further the understanding of such issues as alienation and marginalisation of individuals and communities, basic human rights, prejudice, racism and social division".[157] However they rejected a third motion calling their Executive Committee to investigate the possibility of backing a similar position to that of the NUS,[158] which has repeatedly upheld official opposition to the strategy.[159] In March 2017 the NUT and ATL voted to merge into a National Education Union, and this difference in stance may have some effect on the maintenance of staff confidence in delivering Prevent as part of the curriculum.[160]

Training can also make a difference to staff confidence and their understanding of its relevance. Opinions about the Home Office's Workshop to Raise Awareness of Prevent (WRAP) training varied. Whilst almost respondents saw WRAP as having a use, almost all saw a need for supplementary material to make the training relevant to a particular location. The ability to provide this supplement was dependent on the experience of the WRAP trainer themselves, whether in the local authority or private sector, and a general paucity of case studies was acknowledged overall, in particular with relation to the far right. If teachers are unable to see the relevance of the duty in their school and surrounding area, then the impetus to provide a quality delivery is likely to be absent. In addition a number of respondents felt that WRAP, more than insufficient, was poor and failed to address the "heart of the matter" and lacked interaction.[161] As with resources in general, a local authority's ability to provide the training and the experience of the individual delivering it is dependent on many factors, including the funding and resources available, as well as the size of the local authority area. For example, some local authorities are only able to deliver training to large groups at a time, meaning they cannot be sure of the degree to which the trainee has absorbed the training. WRAP training is not intended to be sufficient or comprehensive; however, some form of additional training is necessary to make sure teachers are confident in delivering Prevent related lessons. As with the resources, there are unregulated private organisations who provide non-WRAP training.

5. Schools' Experience

5.1. Schools' Experience of Implementing Prevent

The implementation of the Prevent Duty in schools is often regarded as a controversial topic and a number of negative perceptions appear to dominate the wider discourse. Commonly heard criticisms are

[156] 'Teachers back motion calling for Prevent strategy to be scrapped', *Guardian,* 28 March 2016.
[157] William Baldet, @WillBaldet, *Twitter,* 4 April 2016, available at: https://twitter.com/WillBaldet/status/716959886349901824, last visited: 17 June 2017.
[158] ibid.
[159] 'Government warns NUS to stop opposition to Prevent strategy', *Guardian,* 17 September 2015, available at:
https://www.theguardian.com/education/2015/sep/17/government-nus-stop-opposition-prevent-strategy, last visited: 17 June 2017.
[160] 'NUT and ATL vote to merge into National Education Union', *Guardian,* 22 March 2017, available at:
https://www.theguardian.com/education/2017/mar/22/nut-atl-merge-national-education-union, last visited: 17 June 2017.
[161] Respondent did not wish to be identified.

that Prevent turns teachers into spies, creates a climate of suspicion, shuts down free speech in the classroom and leads to overreactions from teachers and schools.[162]

However, this wider debate is at odds with local perceptions of Prevent, and many in local education regard it positively as a safeguarding issue.[163] The ATL's website states that "Prevent is an important part of the safeguarding role that schools and colleges play".[164] Ultimately, most teachers agree that there is a moral obligation upon schools – and themselves – to protect young people from extremism.

In order to ascertain the reality of Prevent implementation at a grassroots level, educational practitioners were asked to complete a survey on the difficulties that schools have in implementing their Prevent Duty responsibilities, the quality and availability of Prevent resources and whether it is being implemented effectively. This section of the discussion paper seeks to reflect the initial results of the responses, and give context. The surveys highlight the difficulties faced by schools in implementing their Prevent Duty responsibilities. In addition, negative perceptions related to spying, suspicion or freedom of speech, were not mentioned.

The experiences of school staff largely aligned with the perception of respondents working in local authorities and organisations:

5.2. Engaging Schools

Engaging with schools to access information on this topic is difficult in practical terms. The first set of surveys was sent to 100 random settings and only two replies were received. This may partly be due to the growing trend of schools joining Multi-Academy Trusts resulting in less interaction and co-ordination from local authorities, and therefore less opportunity to reach a wide range of schools through a central, single point of contact. Some schools declined to complete the survey for reasons such as impending Ofsted visits, exams in secondary schools and reports and transitions in primary schools. The final term of the academic year is particularly busy and further outreach in Spring may produce more responses. In addition, having an established local connection and level of trust did encourage a higher proportion of responses. The second set of surveys – conducted by Mr Arbuthnot, were sent to 53 settings and prompted 12 replies. This raises a question about the ease and consistency of feedback across the country, particularly to local authorities.

5.3. Availability of Resources

The surveys indicate that a wide variety of materials, lesson plans and resources are used, from a variety of sources. Only two responses indicated that their local authority produced Prevent resources. Many settings used non-governmental organisations or produced their own material. This suggests that schools lack consistent, standardised direction from a national level and often need to use their own initiative to source Prevent materials. The majority of respondents felt that the ease of access to resources was difficult or could be improved. One respondent stated, "There are limited resources available, even after serious events. I found it very difficult to find advice on line [sic] about talking to pupils about recent terror attacks, and when I did find advice it was limited and lacked resources as a support." In addition, ten of the respondents had either never heard of or had never used the government's Educate Against Hate website which suggests that there may be an issue with publicity and awareness of resources.

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[162] 'NUT prevent strategy motion: what it actually says', *Schools Week,* 28 March 2016, available at: http://schoolsweek.co.uk/nut-prevent-strategy-motion-what-it-actually-says/, last visited: 17 June 2017.

[163] 'My positive experience of the #Prevent Duty in Schools #Safeguarding', *Designated Safeguarding Lead,* undated, available at: https://designatedsafeguardinglead.com/2016/07/15/my-positive-experience-of-the-prevent-duty-in-schools-safeguarding/, last visited: 17 June 2017.

[164] 'The role of schools and colleges in addressing radicalisation', *ATL,* 17 May 2016, available at: https://www.atl.org.uk/policy-and-campaigns/policy-posts/role-schools-and-colleges-addressing-radicalisation, last visited: 17 June 2017.

5.4. Quality of Resources

As one respondent noted, "It's easy to find anything online – the skill is to ascertain if it's any good". Resources were generally regarded as fine or adequate by most schools with the acknowledgement that this is a constantly evolving landscape. One survey respondent stated, "We are still in the infancy of Prevent."

Most surveys indicated that resources were standardised across their school but there were differences of opinion as to whether resources should be standardised or flexible across schools nationally. Many accepted that there needs to be consistency to ensure that all children receive equal treatment, but also that it would be beneficial if resources can be adapted to fit the local context and the needs of each setting. The question of how such an approach can be implemented effectively – and how success can be measured – has not yet been answered satisfactorily.

5.5. Training

Most respondents were satisfied with the level of training that they had received in order to teach lessons relating to extremism. However, it was widely acknowledged that this could always evolve or improve. Interestingly, training was obtained from a wide variety of sources and the results suggest that schools are primarily sourcing it themselves. One setting benefited from their training being overseen by a Prevent Coordinator, while others spoke highly of locally sourced, private consultants. Yet one respondent noted that, "To be fair, and to ensure quality and appropriate content, it would probably be useful to have designated and chartered providers." In order to be effective, training needs to be delivered by credible sources and schools should have confidence that they were receiving appropriate information. Therefore, it seems reasonable to work towards developing some type of accreditation for external training providers.

5.6. Positives

There are also positives to be drawn from the survey results. There is no criticism of Prevent as a strategy in any of the survey responses and it appears to have been accepted as a necessary and relevant part of the curriculum, particularly the emphasis on British values such as the rule of law, respect etc. One respondent did note, "Personally, I dislike the concept of British values as, to me, it suggests a superiority complex. I prefer the notion of human values". However, there is no criticism of the values themselves. In fact, virtually all respondents stated that Prevent resources are used as part of Citizenship and PSHE lessons and all age ranges were represented in the results, from four to 16+, which suggests that the resources can be used across the curriculum and be linked to wider school values. This also indicates that there should be no barriers to reaching younger pupils so long as the materials are age appropriate. One primary school respondent stated that whole school's expectations and rewards are based upon British values, beginning in reception. "We can see positive impact on the attitudes of all our children with the positive promotion approach". It therefore seems likely that British values and building resilience to radicalisation is a natural fit for PSHE in schools.

6. Recommendations

Issue: The structures on which schools' awareness of resources and sharing of best practice depend are inconsistent across the UK.

Recommendation: Develop a national strategy for improving channels of communication in all areas, irrespective of their tier designation.

Given the challenges in communication, more central leadership and co-ordination on a national level is required. Respondents noted that if teachers are provided too much information they will be overwhelmed and the information will not be put to effective use. It is not feasible or desirable that the DfE and Home Office should be in direct contact with schools regularly. Nonetheless, the evidence suggests that an overall strategy is required.

Through the Home Office and DfE, the government should develop a national strategy for improving communication of high quality resources and training related to Prevent. Some suggestions of how this may be done are as follows:

To ensure that in all areas, irrespective of tier designation, Prevent operates effectively within the broader local structure, local authorities and the Home Office should:

- Ensure that local authority (LA) staff working in Prevent have the correct safeguarding experience and knowledge, and that Prevent work is properly integrated into the work of the local authority more broadly. This will allow for more effective collaboration and the transferral of best practice from other areas. Some individuals in tier 3 areas had little contact with colleagues working in other local authority areas. Local authorities and the Home Office should ensure that mechanisms are in place for new and existing staff members to build effective relationships with others in similar roles elsewhere.

The sharing of best practice between local authorities was poor. Many local authority staff did not know colleagues working in nearby local authority areas and had no knowledge of the practice or resources used in other areas. The Home Office and DfE should:

- Use pre-existing structures and networks to establish better communication and dissemination channels between schools, local authorities, regional networks and central government.
- Encourage schools to appoint a specific Prevent lead in addition to their designated safeguarding lead (DSL) to allow for sufficient attention to be placed on the curriculum aspect of the Prevent duty.
- Ensure that all local authorities and schools are aware of the funding available through the Home Office when it is available.
- Find new innovative and effective ways to create greater awareness of the Educate against Hate website. The website has the best prospect of becoming the central hub called for by participants, but our survey suggested that few schools know or use the website. For improvements to the site to be effective, it needs to be more widely known and used.
- Use the Educate against Hate website to give school and local authority staff access to the contact details of colleagues working in different areas in the UK. One teacher noted that finding the right individual to speak to at the local authority was difficult and time consuming, while another member of staff at a tier 3 local authority highlighted severe difficulties in contacting others working in similar roles elsewhere. Using the Educate against Hate website to facilitate

partnerships would establish the relationships on which the sharing of resources and best practice depend.

The government should:

- Provide more funds to the Home Office and DfE for the appointment of Prevent Education officers to all local authority areas, irrespective of tier designation, as this proved an effective means of disseminating safe resources. This will reduce instances in which schools use only resources of unknown quality and provenance.
- Consider defining a clearer authority structure with respect to Prevent in the curriculum that encompasses all schools, including academies and independents. It was suggested that the fragmentation and increasing number of academies had resulted in a vacuum. For example, if the CEO of a multi-academy trust sets the curriculum, the power of the Prevent Education officer to establish a strategy effective across all schools in the local authority area is limited. The government, through the Home Office and DfE, should work to ensure a close working relationship between local authorities, academies and independents within their area. If this is not done, improvements in communication channels at a local authority level will have a limited overall effect.

Organisations that provide good resources and training find it difficult to market themselves and get access to schools and local authorities. This may mean that schools waste their time and resources on poor quality products found online. In order to ensure that the best quality organisations are given an easier route into schools, the Home Office and DfE should consider:

- Establishing mechanisms to help these organisations access schools, and offer support in building partnerships between organisations, local authorities, and schools.

Networks appeared to be the most responsive means of creating and sharing resources widely. The DfE and Home Office should consider how the government could:

- Actively encourage the establishment of networks to effectively create, pilot and share resources locally, regionally, and nationally, on the model of pre-existing effective networks, such as the ARISE network.
- Support the establishment of international networks and projects that will facilitate the sharing of best practice between countries. For example, the Challenging Extremism Pan European Primary School Project funded under the Erasmus + programme.
- Consider how school improvement bodies, such as the Birmingham Education Partnership, can be incorporated most effectively into the communication strategy to ensure best practice and resources are widely publicised.

Issue: School staff have no consistent means of identifying good quality resources and there is a paucity of appropriate resources.

Recommendation: Ensure that schools are able to easily identify and access resources that are justifiably high quality resources that are 'fit for purpose'.

Almost all participants explicitly recognised the need for a central place where good quality resources can be found. The Home Office and DfE should:

- Consider the development of a central directory where schools and local authorities can find resources that are high quality, evidence based and have been piloted. The Educate against Hate website was regarded by participants as the most suitable website to host such a directory.

- Ensure that resources publicised are: relevant and engaging, include interactive elements, contain class activities for all ages, use visual aids and are relatable; are age-appropriate; are useable, accompanied with lesson plans, and include instructions for delivery or training.

Participants agreed that high quality resources must be justifiable on the basis of sound evidence and theory, because the evidence suggests that such resources will be more confidently delivered. The DfE should:

- Actively encourage schools to use only those resources that have been piloted, have reliable authorship, and are based on sound evidence produced by academic research.[165]

When teachers are unaware of good resources, those who have limited time often use the internet to search for resources. Popular repositories of resources do not discriminate in quality and may publicise resources that are unhelpful or counterproductive. The government might:

- Encourage popular sites such as the Times Educational Supplement (TES) and Twinkle to signpost high quality resources. In addition, the owners of these websites should ensure that reviewers are qualified to judge the resources. This might be done by requiring an official school email address before an account is allowed to comment and review.

Almost all participants recognised teachers' need for a mark of quality to ensure that the resources they use are safe, fit for purpose, and justifiable. However, participants also recognised a number of challenges in accrediting resources, including: who would accredit them; who would decide on criteria; that accreditation on a national level may impede necessary flexibility; and that accreditation of individual resources would be costly. It was nevertheless agreed that some action must be taken. In light of this, the DfE and Home Office could:

- Make it clearer through the Educate against Hate website that whilst resources are not 'accredited' they have been through a process to assure their quality. One of the reasons stated behind the need for accredited resources is that it would give teachers more confidence that the teaching material is safe. This may be overcome by giving teachers a better understanding of the quality assurance of resources accessible through Educate against Hate website by providing justifications for the resources. For example, whether the study was piloted, what its evidence base is, the qualifications of the authors, the criteria by which it was judged, or the positive experiences of other teachers using the resource. Clearer communication of how Educate against Hate defines a good resource would also help teachers in identifying good resources for themselves and may lead to the discovery of more high quality resources for the site in the future.
- Establish peer review and support networks in all local authority areas and regionally. These networks should: be interconnected; multiagency, involve expertise in all relevant areas, including academia; develop a centrally approved local criteria for assessing the quality of resource; and involve teachers and pupils. This may provide a flexible and more cost-effective solution to this challenge with local experts providing assurance. Another consideration may be the use of pre-existing multiagency groups, such as local Channel panels, where schools could request a resource (either produced by the school or elsewhere) be given a mark of quality.
- Increase the support already available through the Home Office for tier 3 areas, ensuring that all tier 3 local authorities know about the support available and making sure that that support is demonstrably effective.
- Strengthen already established and trusted subject associations who can provide a mark of quality to those who request it. These organisations would require financial and marketing support to handle an increased volume of requests if PSHE is made statutory. Accreditation of resources

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[165] Participants noted that resources produced quickly following an attack would need to be, within reason, exempt from the stricter criteria that should be applied to 'everyday' resources.

and training should be available to those who want it, and subject associations were generally perceived as best placed to provide this accreditation.

- Alongside free resources, consider including links to high quality paid resources and training on the Educate against Hate website or another national directory website. Participants felt that the website needed to be more responsive and frequently updated. Participants proposed that the website may include descriptions relating to how the resource has been used, its effectiveness, and justification from teachers who are qualified to comment.

Participants were concerned by the paucity of specific Prevent-related resources. The DfE and Home Office should:

- Consider supporting and publicising the production of: age-appropriate, particularly Primary school resources; resources for those with Special Educational Needs (SEN), particularly children with Autistic Spectrum Conditions (ASC); resources relating to far-right extremism; resources specific to particular educational settings, such as nurseries, Early Years Foundation Stage (EYFS), and pupil referral units.
- Emphasise the need for a range of resources, not just within the taught curriculum, but also high quality resources for supporting delivery and Continuing Professional Development (CPD) of all members of staff and governors who may need to respond as part of a whole school approach to inculcating British values.

Participants highlighted that it can be difficult and daunting for individuals with academic expertise in Islamism and the Far Right to offer their knowledge to be used in a school setting. The DfE should:

- Help facilitate collaboration between those with academic and educational expertise by establishing a mechanism to create effective partnerships. Participants believed this would create deeper knowledge in delivery and would allow academics working in these areas to increase the impact of their research. An effective mechanism for collaboration could be extended to encourage partnership between those with relevant expertise in all sectors.

Little research has been done on the impact of Prevent in the curriculum and its effectiveness, and it was generally agreed that measuring effectiveness is a significant challenge. However, the use of piloting and reviewing was proposed as a possible means of achieving this on a local level. The DfE should:

- Encourage educational networks to regularly pilot and review the incorporation of Prevent into the curriculum and the sharing of best practice between networks. This may be done through regional or national conferences or meetings.
- Establish more effective mechanisms for receiving nationwide feedback on the incorporation of Prevent into the curriculum. In the experience of many participants, feedback and information was hard to acquire. Without this information, an informed approach to assessing impact will be impossible and the Home Office will be less effective in "draw[ing] together data about implementation of Prevent" from various agencies with respect to the curriculum.[166]
- Develop a critical methodology, in partnership with education professionals and experts in extremism, for measuring the effective implementation of Prevent within the curriculum.

Organisations providing online safety products and filtering services require a clearer definition of 'inappropriate content' in order to ensure that their services are effective. The Home Office should:

- Issue specific advice so that all organisations working in this area are able to follow the same definition, thereby eliminating inconsistency. To do this, the Home Office should work closely

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[166] 'Revised Prevent Duty Guidance: for England and Wales', HM Government (2015), p. 25.

with the organisations to ensure that the advice and definition of terms can be practically applied to their filtering products.

Issue: Concern that teachers suffer a lack of confidence in the delivery of Prevent in the curriculum

Recommendation: Ensure that teachers are trained and confident to deliver Prevent resources within their curriculum

Almost all participants agreed that effective delivery requires dedicated curriculum space and that teachers are trained to deliver Prevent within the curriculum to a degree of specialism required in other subjects. The surveys showed that Prevent-related subjects are most commonly incorporated into PSHE. On the advice of the participants, the Government should:

- Give PSHE and Citizenship full statutory status in primary and secondary schools. This will ensure that important and sensitive issues can be properly discussed to fulfil and British values effectively taught, alongside related issues such as honour based violence (HBV), forced marriage, and female genital mutilation (FGM). Whilst flexibility to tailor teaching to the local risk profile is necessary, as shown by the incorporation of Getting on Together into the Welsh Baccalaureate, inclusion of teaching about extremism into the national curriculum could be considered. This would give schools the time to plan, find resources, and develop progression across the school to develop long-term resilience.
- Encourage schools to measure pupils' progress in their understanding of extremism and keeping themselves safe from radicalisation. This is already done in other subjects and Ofsted may also consider this during their inspections.

Teachers appear to accept Prevent as part of their broader safeguarding policy. However, they require more support to effectively incorporate Prevent into the taught and untaught curriculum. Many participants were concerned by teachers' lack of confident political knowledge and understanding of Prevent, radicalisation and extremism.

Whilst it is recognised that teachers cannot be experts in politics and extremism, participants were concerned by a lack of confidence on the part of teachers who are not necessarily the Designated Safeguarding Lead (DSL), but may have sensitive topics arise in their lessons. They cannot be in control of the discussion if they are not confident in their own understanding. As a result, the DfE and the Home Office should:

- Develop a consistent national strategy for teacher training specifically in delivering Prevent-related lessons within the curriculum, for all schools, including independents and multi-academy trusts.
- Ensure that teachers, according to the needs of their school and area, are sufficiently trained. Teachers are accustomed to being apolitical, but it must be made clear that in order to fulfil their duty effectively, they need to be politically aware and educated to respond to an increasingly politically aware and active student population. One participant suggested that Local Safeguarding Children Boards (LSCBs) "may develop a training standard which all agencies are required to fulfil".[167]
- Support the production of case studies to accompany WRAP training. These need to be effectively shared and communicated, so that all areas irrespective of their tier designation, are trained with case studies showing the relevance of the duty to their school and community.
- Consider an accreditation process for training providers, in order to avoid concerns that training currently being provided by those not sufficiently qualified.

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[167] Private Correspondence

Schools can act on the findings of this study. We recommend that schools:

- Ensure that their safeguarding governor is appropriately qualified and understands the importance of his role.
- Appoint a Prevent Education lead in addition to the designated safeguarding lead (DSL).
- Use curriculum mapping as a means to identify the areas of the curriculum in which British values can be incorporated to ensure a whole-school approach to countering extremism.
- Teach Prevent-related lessons in regular sessions, not just occasionally on drop-down days. For the lessons to be effective they must be regular, followed up, and progress according to a well-thought-out plan from primary through to secondary education.
- Seek out a network, and if there is no network in the local area, help to establish one in partnership with the local authority and pre-existing relationships with other local schools.
- Endeavour to only use resources that have a demonstrable evidence base or have been piloted.
- Talk confidently to students in the wake of a terror attack to avoid students seeking information online and forming misconceptions that may make them vulnerable to extremist interpretations.
- Leadership must ensure that all staff, not just the Designated Safeguarding Lead, are trained so that they are confident in their understanding of the issues and are able to discuss sensitive topics with students.

About the Author

Emma Webb is a Research Fellow at the Henry Jackson Society focusing on European and domestic terrorism and Islamism. Emma recently authored *Spotting the Signs: Identifying Vulnerability to Radicalisation Among Students* (2017) and has spoken on broadcast media on issues relating to the threat level facing the UK, recent terror attacks in Europe and radicalisation, and has written for the Spectator, the Independent and the Telegraph.

Emma holds an MA in Jewish Studies from King's College London and a BA in Theological and Religious Studies from Trinity College, Cambridge.

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The Centre for the Response to Radicalisation and Terrorism (CRT) is unique in addressing violent and non-violent extremism. By coupling high-quality, in-depth research with targeted and impactful policy recommendations, we aim to combat the threat of Islamism in our society.

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