Prevent Toolkit for Schools and Childcare Providers

Prevent

This pack provides you with the relevant resources and information to ensure your establishment is compliant with the new duties under the Counter Terrorism and Security Act 2015.

➢This icon indicates action to ensure you are complying with the duty or working towards it

Staff require training in order to raise their levels of awareness around this subject and certain policies will require updating so we would encourage you to include developments and changes within any improvement/development plans you already have for the forthcoming year. Areas covered in this toolkit are:

Introduction

Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism was published in March 2015.

Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. Prevent should be part of your overall safeguarding responsibilities and procedures and should not sit in isolation. This guidance relates to the following specified authorities:

- **The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies**
- **Pupil referral units**
- **Registered early years childcare providers**
- **Registered later years childcare providers**
- **Providers of holiday schemes for disabled children**
- **Persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately; and**
- **Persons authorised by virtue of an order made under section 70 of the Deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996.**

The full guidance to these duties can be found here: https://www.gov.uk/government/publications/prevent-duty-guidance This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.

- https://www.gov.uk/government/publications/working-together-to-safeguard-children
- https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Risk Assessment

Schools and Childcare Providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

The East Sussex Prevent Board was established in July 2015. This board will have the following duties:

- To demonstrate effective compliance with the Prevent duty

- To demonstrate evidence of productive co-operation

- Assess local risk and develop a Prevent action plan where a risk is identified

- Effectively monitor the impact of Prevent work

- Effective communication and coordination with community based organisations

What you need to do: Part of your assessment of risk will include a summary of the local risk within East Sussex and this will be communicated to you on an annual basis by the Prevent Board. Keep this report with other records relating to Prevent in a safe and secure place. This report will include national and local tensions and will include the types and number of young people referred across East Sussex. This will support you in identifying any emerging issues locally for you to include within your own risk assessment which should include the following:

- Identify the threats in relation to the summary of local risk
- Decide who might be harmed and how
- Evaluate the risks and decide on precautions
- Record your significant findings

A risk assessment template is attached at the rear of this guidance along with the Sussex Police Risk Assessment 2016

Safeguarding

You will need to demonstrate that you are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate.

Institutions will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example. These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

What you need to: Relevant Safeguarding Policies, which include visiting speaker protocols, should be updated with the relevant changes and we have some suggested text and wording along with good examples which are already in use.

There is no requirement to have an additional policy to cover Prevent. It should fit in with your existing Safeguarding Policy and reference should be made to what it is, how you will protect children from messages of violent extremism and what action you will take if you have concerns that a child or young person is vulnerable to radicalisation or violent extremism (including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements).

PREVENT does not aim to criminalise people for holding views; instead, it seeks to stop individuals from going to the extreme of committing or encouraging violent activity. We have produced a clear Prevent Information Leaflet on czone: **Prevent - working in partnership under one strategy** https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/ThePreventDuty.aspx Sections of this can be used and incorporated into policies and the leaflet itself can be downloaded and printed if required

These policy/statement examples cover all the new duties and capture the new requirements very well.

https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/Documents/School%20Prevent%20Policy.doc

Gidea Park College http://www.gideaparkcollege.co.uk/parents/policies/safeguarding

Parkfield School Bournemouth http://www.parkfieldschool.org/school-life/policies.html

What is Channel?

'Channel' is the name for the (national) process of identifying and referring a person for early intervention and support – the word refers to channelling a person through the process

Channel is a multi-agency approach to protecting people at risk from radicalisation. The Channel process uses existing collaboration between local authorities, statutory partners (such as education and health organisations, social services, children's and youth services and offender management services), the police and the local community to:

- Identify people at risk of being drawn into terrorism;

- Assess the nature and extent of that risk; and

- Develop the most appropriate support plan for the individuals concerned.

The Channel process is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before a crime occurs. Participation in Channel remains voluntary.

We are particularly concerned not to encourage or create an environment where children are referred to Channel unless there is very clear evidence that they are being radicalised or they are developing an ideology and there is clearly no alternative or more proportionate means of dealing with the issue.

Referring very young people has rightly been a source of community concern and risks undermining the credibility of the Channel programme as a whole. Association with any non -prescribed organisation is not in itself sufficient to justify a referral but would require additional behaviours that suggests that they are moving towards terrorism rather than just associating or being attracted to a group that manifests extreme ideologies.

The next page covers some areas to guide you in considering the engagement, intent and capability of the young person prior to making a referral.

Engagement:	Intent:	Capability:
• Feelings of grievance and injustice	• Over-identification with a group or ideology	• Individual knowledge, skills and competencies
• Feeling under threat	• 'Them and Us' thinking	• Access to networks, funding or equipment
• A need for identity, meaning and belonging	• Dehumanisation of the enemy	
• A desire for status	• Attitudes that justify offending	
• A desire for excitement and adventure	• Harmful means to an end	
• A need to dominate and control others	• Harmful objectives	
• Susceptibility to indoctrination		
• A desire for political or moral change		
• Opportunistic involvement		
• Family or friends involvement in extremism		
• Being at a transitional time of life		
• Being influenced or controlled by a group		

It should not be assumed that the characteristics set out above necessarily indicate that a person is either committed to terrorism or may become a terrorist. There are many factors that could make somebody susceptible to radicalisation. When a referral is received the individual is assessed on three areas: engagement, intent and capability.

All Prevent referrals should be made through the Single Point of Advice (SPOA)
https://new.eastsussex.gov.uk/childrenandfamilies/professional-resources/spoa/before-contact/

Working in Partnership

In England, governing bodies and proprietors of all schools and registered childcare providers should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (LSCB).

Pan Sussex Child Protection and Safeguarding Procedures Manual will be updated to include Prevent and local Channel processes

(This manual contains the Sussex Children Protection and Safeguarding Procedures which cover the areas served by the Brighton & Hove, East Sussex and West Sussex Safeguarding Children Boards and is regularly updated, twice yearly).

http://pansussexscb.proceduresonline.com/chapters/contents.html

Staff Training

Schools and childcare providers should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.

What you need to do: Senior leadership teams, safeguarding leads, designated and deputy designated teachers for child protection should be encouraged to attend Prevent Awareness training in order to disseminate and share with staff and volunteers.

Training is available through the LSCB and also via the Safer East Sussex Team (full details below)

For non-teaching staff and other personnel an e-learning module has been developed and is available on the East Sussex Learning Portal (full details are below) and may be more practical than attending a training session.

On the **East Sussex Learning Portal** you will be able to access a Prevent e-learning Course. By the end of this module you will:

- Have an understanding of the PREVENT agenda for those working with children, young people and families and your role within it, including new statutory duties
- Be able to recognise potentially vulnerable individuals and know when an intervention may be necessary to support them
- Know how to refer vulnerable young people to the Channel process
- Understand the Prevent Duties Schools and Childcare Providers are expected to comply with

Cost: NIL

East Sussex Learning Platform - Creating a new user account

1. Visit the East Sussex Learning Portal website (https://www.eastsussexlearning.org.uk/)

2. Select a channel from the homepage. A channel refers to the area of training you are interested in.

3. Click 'New User Registration'

4. Fill in the registration form and click submit

5. Your registration form will be sent to the administration team who will review your registration details

6. Once reviewed you will receive a confirmation e-mail, click on the 'Set your password now' link

7. Enter your password in the boxes, click 'Save'

8. Click the link

9. Enter your username and password, click 'Log in'

A Workshop to Raise Awareness of PREVENT and How and When to Support Vulnerable Young People (East Sussex LSCB)

This workshop can be accessed and booked through the Learning Portal (as above) and users will need to go to the Children's Workforce Section and Click on the LSCB option to find the course. This session has the following learning outcomes:

• How to recognise potentially vulnerable individuals and know when an intervention may be necessary to support them.

• Gain an understanding on how to refer vulnerable young people to the Channel process.

• An understanding of the PREVENT agenda and your role within it.

• Knowledge of when, how and where to refer concerns about vulnerable individuals.

Prevent Awareness Training – Safer East Sussex Team

David Law is the Prevent Project Support Officer for East Sussex County Council as part of the Safer East Sussex Team. He is currently offering training to assist departments to meet the requirements of the new Prevent Duty which has been in place since July 2015.

The training is outlined below and is structured to meet the differing needs of Local Authority Staff with an emphasis on practical delivery and time constraints. He has the ability to be flexible according to the individual needs of departments or Schools.

Prevent Briefing (20 mines)

This session is a concise explanation of Prevent incorporating information on the background of Prevent and what the strategy is aiming to achieve. Basic information on the new Prevent Duty is included. This training is intended to meet the needs of teams who interface with the public on a general basis.

Prevent Awareness and recognition (45 mins)

This session includes the Prevent briefing but moves on to identifying different types of extremism, recognising signs of radicalisation and the process of referring to Channel. This session is designed to meet the needs of workers who will have safeguarding as an integral part of their duties.

Dave also runs the **Workshop to Raise Awareness of PREVENT and How and When to Support Vulnerable Young People (East Sussex LSCB)** which is outlined on the previous page.

For further information please contact:

David Law   david.law@eastsussex.gov.uk

Prevent Project Support Officer

Safer East Sussex Team.

Tel: 01273 335670   Mobile: 07552286508

IT Policies

Schools and childcare providers will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

Many extremist groups who advocate violence use the internet as a means of either inciting violence against specific groups or providing information on preparing explosives or carrying out terrorist acts. Because of their personal circumstances, some young people may be susceptible to these influences.

Staff need to be aware of those students who are being targeted by or exposed to harmful influences from violent extremists via the internet. Students and staff are warned of the risks of becoming involved in such groups and informed that accessing such websites is against school policies. All incidents should be dealt with as a breach of the acceptable use policies and the school's behaviour and staff disciplinary procedures should be used as appropriate.

The e-safety officer and the designated child protection officer should record and review all incidents in order to establish whether there are any patterns of extremist groups targeting the school and whether current school procedures are robust enough to deal with the issue.

- Internet filtering systems prevent or block users' access to unsuitable material. When the filtering system is turned on, users cannot open or link to sites that the filtering system recognises as unsuitable. Many filtering systems will also provide facilities to filter incoming and outgoing email.
- Filtering is an effective tool, but it is important to remember that no filtering software is fool proof and should be combined with the full range of internet safety measures such as acceptable use policies, monitoring pupil/staff activity, and education and awareness.

What you need to do: review your ICT policy and practice to:

- Ensure that hardware and software systems used in the school are accredited. These require providers to block illegal content and at least 90% of inappropriate content. The definition of illegal content includes racist and hate material, and material that promotes violence or attack on individuals or institutions on the basis of religious, racial or gender grounds

- Review the Acceptable Use Policy of the school for pupils and staff to ensure that use of material related to violent extremism is prohibited; and ensure pupils, staff and governors are clear on the policy, monitoring practices and the sanctions

- Ensure that staff, pupils and parents are aware of the issues regarding risk and responsible use and are discerning and discriminating consumers of on-line information

- Ensure internet filtering systems prevent or block users' access to unsuitable material. When the filtering system is turned on, users cannot open or link to sites that the filtering system recognises as unsuitable. Many filtering systems will also provide facilities to filter incoming and outgoing email.

- Remember that filtering is an effective tool, but it is important to remember that no filtering software is fool proof and should be combined with the full range of internet safety measures such as acceptable use policies, monitoring pupil/staff activity, and education and awareness.

   Report normal hacking to local police and Counter Terrorism related to local police and internet referral unit https://www.gov.uk/report-terrorism

   Please note: Children's Services are developing a new Online E Safety Policy for Schools. This will be a comprehensive policy covering many threats and risks associated with online activity and young people.

Ofsted School Inspection Framework

Relevant inspection areas which link to both the Prevent and Hate Crime agendas

Further reading which is relevant:

- ✓ "Keeping children safe in education: information for all school and college staff', DfE, 2014

- ✓ The Equalities Act 2010

- ✓ The government set out its definition of British values in the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

This definition has been used in the Independent School Standards since January 2013. This definition remains the same in the new standards

In summary there are five areas which schools are inspected on:

1. ***Overall effectiveness: the quality of education provided in the school***
2. ***Quality of leadership in and management of the school***
3. ***The behaviour and safety of pupils at the school***
4. ***Quality of teaching in the school***
5. ***Achievement of pupils at the school***

The first three areas are very relevant to Prevent (P) and Hate (H) crime and are clearly mentioned within the framework for inspections. The table below highlights what schools need to be demonstrating they are doing or working towards.

INSPECTION AREA	WHAT SCHOOLS NEED TO DEMONSTRATE
Overall effectiveness: the quality of education provided in the school	**<u>Defining spiritual, moral, social and cultural development</u>** ***The spiritual development of pupils is shown by their*:** •ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values (P) ***The moral development of pupils is shown by their:*** •ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England (H&P) •interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues (H&P) ***The social development of pupils is shown by their:*** •use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic background (H&P) •acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (P) Guidance on promoting fundamental British values in schools is available at: https://www.gov.uk/government/news/guidance-on-promoting-british-values-inschools-published ***The cultural development of pupils is shown by their:*** •understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others (P)

	•understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain (P) •interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities (H&P)
Quality of leadership in and management of the school	**Inspectors should consider how well leadership and management ensure that the curriculum:** •actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (P) •promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community (P&H)
The behaviour and safety of pupils at the school	**When judging behaviour and safety, inspectors should consider:** •types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment (H) •the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism and are aware of the support available to them (P) •the school's response to any extremist or discriminatory behaviour shown by pupils (P&H)

School Prevent Risk Assessment Template 2016

Under the Prevent Duty you are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

You will already be doing a lot already to mitigate the risks such as raising the awareness of staff and using internet filters on school ICT systems and this assessment is a way of evidencing how you are reducing the risks of children, young people as well as your staff being exposed to messages and influences of violent extremism and radicalisation.

This risk assessment will:

- Identify the threats in relation to the summary of local risk
- Decide who might be harmed and how
- Evaluate the risks and decide on precautions
- Record any significant findings

Sussex Police produce an annual profile of risks relating to counter terrorism in East Sussex. This profile also records levels of referrals in relation to young people and details of patterns we are seeing as well as the type of ideology they appear to be vulnerable and susceptible to. This can be found on page 23. If you would like a separate copy sent to you please email lucy.spencer@eastsussex.gov.uk

This information can be incorporated into this risk assessment and can be included in the External /Community Factors section of the risk assessment found on the next page.

School: Ark Alexandra Academy	Safeguarding Manager: Claire Bessa	Date of Assessment: March 2020	Date for review: September 2020

Risk Area		Existing Measures	Desired Outcome	Risk Owner	Planned Completion Date	Red
						Amber
						Green
Welfare and Safeguarding	Staff or contracted providers are not aware of the school procedure for handling Prevent concerns and/or do not feel comfortable sharing issues internally	Staff have received appropriate training and are familiar with the school safeguarding policy	All staff are aware of the safeguarding procedure and that violent extremism and radicalisation is included within it. The Designated Safeguarding Lead is the point of contact. Staff receive training in the safeguarding process.	DSL/DDSL	September 2019	
	Learners are radicalised by factors internal or external to the school	Learners have received training in critical thinking as part of the curriculum	Tutorials on e-safety and anti-bullying have been created which include guarding against extremism.	DSL/DDSL	September 2019	

	The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally	The school communicates regularly with statutory partners regarding a range of concerns	Key staff understands what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism.	DSL/DDSL	September 2019	
Curriculum and learning	Learners are exposed by school staff or contracted providers to messaging supportive of terrorism or which contradicts 'British Values'	Appropriate whistleblowing and safeguarding policies for assessing concerns raised by staff or learners are in place. Opportunities to promote British values are clearly identified within all curriculum areas	The School has clear and visible policies and procedures for managing whistle-blowing and complaints	DSL/DDSL/SLT	September 2019	
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	The school's values, and communication of these within the premises and through the curriculum	School staff have a duty in helping pupils from being drawn into terrorism and will promote a culture of democracy, mutual respect and tolerance, individual liberty and awareness of rule of law. Further information: School's Equality,	DSL/DDSL/SLT	September 2019	

			Diversity and Inclusion Policy.			
Organisational culture	Staff or contracted providers are not aware of /do not subscribe to the values of the school	Recruitment and induction programmes and ongoing staff development	Staff and Sub-contracted providers are aware of the PREVENT duty and the sub-contractor is not inadvertently funding extremist organisations		September 2019	
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing mechanism	Appropriate whistleblowing policy and awareness raising training provided to all staff	The School has clear and visible policies and procedures for managing whistle-blowing and complaints		September 2019	
Management of space	Learners/staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of different faiths and beliefs	Speakers are signed in and collected by a member of staff and are not left alone with learners	That no events, talks or relationship with external bodies promote violent extremism .Are there concerns that certain visiting speakers could fall outside your organisations code of values, or breach UK law, the Human Rights Act 1998 and the Equality Act 2010?	DSL/SLT	Ongoing	

	Extremist or terrorist related material is displayed within school premises	Policies for the display of materials within school premises	Displays regarding Prevent, British Values and Community Cohesion	DSL/SLT	Ongoing	
	School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics	Room booking policy which sets out the notice periods for hire and open source checking arrangements for external organisations	That no events, talks or relationship with external bodies promote radicalism.	School lettings service	Ongoing	
IT and Online Safety	Learners access extremist or terrorist material whilst using school networks	School filtering policies and a code of conduct covering users attempts to subvert network (e.g. VPN)	Staff and pupils understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material.	Ed Clarke	Ongoing	
	Online/social media communications relating to extremist or terrorist material feature the school's branding	The school has oversight of social media accounts set up by official learner groups or societies	IT staff that are concerned about the on-line behaviour of a learner report directly to the Safeguarding Team			

	Online/social media communications relating to extremist or terrorist material feature the school's branding	The school has oversight of social media accounts set up by official learner groups or societies	IT staff that are concerned about the on-line behaviour of a learner report directly to the Safeguarding Team	Ed Clarke	Ongoing	
External /Community Factors	The school is aware of the existence of extremist groups in the community and their potential impact on its staff and students.	Sussex Educational Premises Extremism Risk Assessment – relevant areas incorporated into this assessment		DSL/DDSL	Ongoing	
	The School is unaware of specific vulnerabilities of pupils who may be more vulnerable to the messages of violent extremism	Special Educational Needs Schools or coordinators within mainstream schools should consider further training around the inherent factors and the frequency with which they occur within their establishment. Likewise prevalence of crime amongst pupils would indicate a need for further awareness training and those managing excluded disadvantaged pupils	Further training identified for staff in these specified support roles	SENCO/DSL/D DSL	Ongoing	

Overview of threats: Sussex

- Current UK threat level is **SEVERE** (attack is highly likely)
- Islamist Extremism & international terrorist attacks.
- Syria and Iraq travel and returnees.
- Ports / Gatwick Airport .

- Migration and refugee resettlement tensions.
- Protest and public safety issues.
- Lone actors and Spontaneous volatile extremists.
- Prevent placed on a statutory footing.

Sussex : Priority Themes and Areas by Division (where increased tensions or vulnerabilities may exist)

Brighton & Hove
- Syria and Iraq travel and returnees
- Migration and refugee resettlement tensions
- Community Engagement
- Protest and public safety related issues
- Lowest number of Prevent referrals amongst those under the age of 30 years compared to other local authority areas within Sussex.

Crawley
- Race/Hate Crime Incidents
- Migration and refugee resettlement tensions
- Community engagement – no referrals to Prevent from the community

East Sussex
- Hunting and hunt saboteurs.
- Bexhill to Hastings Link Road (BHLR).
- Increase in Prevent referrals, in particular the XRW thematic.

West Sussex
- Hunting and hunt saboteurs
- On-Shore Oil and Gas Operations (OSOGO): Broadford Bridge near Billingshurst, & Balcombe.
- Airport Expansion
- Migration and refugee resettlement tensions

Prevent Referrals

Percentage of individuals referred to Prevent:
- Brighton & Hove (29%)
- Crawley (25%)
- East Sussex (26%)
- West Sussex (20%)

Prevent referrals by thematic
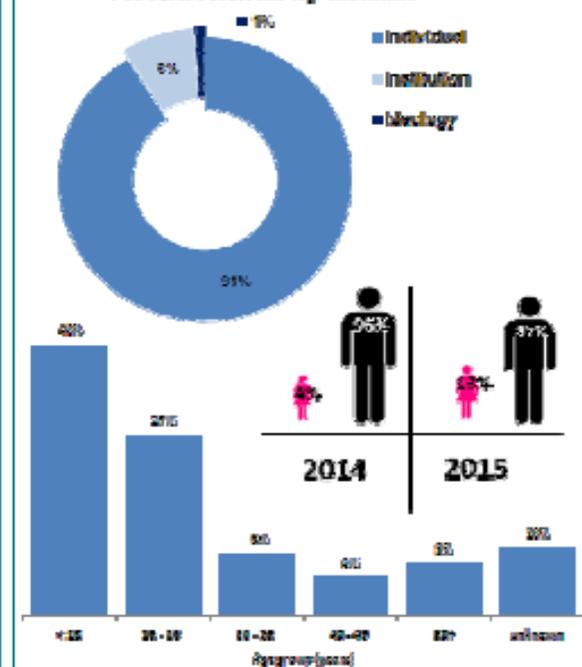
Emerging Issues

- Migration and refugee resettlement related tensions.
- Increasing numbers of Female referrals to Prevent.
- Lack of Prevent engagement with the community and with young males.
- Safeguarding.
- Airport Expansion.

Summary of Recommendations

Recommendations have been identified by the Sussex Prevent Partnership Board which include recommendations linked to offering support to those travelling to international war zones, challenging the online narrative of extremist organisations, understanding local communities and monitoring any community tensions to prevent extremist ideologies and behaviours from taking root.

Useful Contacts

- Anti-terrorist hotline 0800 789 321

- Lucy Spencer Safer East Sussex Team lucy.spencer@eastsussex.gov.uk   Telephone: 01323 463314 (for queries relating to training, schools, East Sussex Prevent Board and referral processes and Channel Panels)

- Dave Law Safer East Sussex Team- Prevent Project Officer david.law@eastsussex.gov.uk

- Naomi Watkinson Sussex Police Prevent Coordinator naomi.watkinson@sussex.pnn.police.uk   Mobile: 07788 566585

- Equality and Participation Team Email: equalityandparticipation@eastsussex.gov.uk   Telephone: 01273 335446

Website resources and Links

- Prevent Duty Guidance for England and Wales https://www.gov.uk/government/publications/prevent-duty-guidance

- Working Together to Safeguard Childrenhttps://www.gov.uk/government/publications/working-together-to-safeguard-children--2

- Keeping Children safe in education https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

- UNICEF's Rights Respecting schools Award http://www.unicef.org.uk/rrsa

- http://www.ltai.info/ Let's Talk About It is an initiative designed to provide practical help and guidance in order to stop people becoming terrorists or supporting terrorism. A good resource

- http://www.preventforschools.org/ If you click the various links you will find a variety of resources which can be used to help educate and safeguard pupils in your school.

- East Sussex County Council https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/ThePreventDuty.aspx