

PREVENT SUPPORT PACK FOR SCHOOLS AND CHILDCARE PROVIDERS



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. The new duties are listed in sections 2 - 5 of this support pack and are listed below.



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

We expect it will take time to prepare staff and update policies so we would encourage you to include developments and changes within any improvement/development plans you already have for the forthcoming year.

1. Introduction

2. Risk Assessment

3. Working in Partnership

4. Staff Training

5. IT Policies

Included in this resource

1. Ofsted School Inspection Framework and relevant inspection areas which link to both the Prevent and Hate Crime agendas
2. Channel Referral Form
3. Risk Assessment for Schools
4. Local Contacts

1. 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. 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

Specified authorities 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 will be 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

- **Specified authorities will need to demonstrate that they 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.

Radicalisation and Extremism

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We seek to protect children and young people against the messages of all 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.

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

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 process of identifying and referring a person for early intervention and support

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.

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.

A general awareness online short course is available here: http://course.ncalt.com/Channel_General_Awareness

- This short course which allows you to print off a certificate of completion covers the following:
- Explains how Channel links to the government's Counter Terrorism Strategy
- Describes the Channel process and its purpose
- Identify factors that make people vulnerable to radicalisation
- Define safeguarding and risk ownership of the Channel process

Engagement:	Intent:	Capability:
<ul style="list-style-type: none"> • Feelings of grievance and injustice • Feeling under threat • A need for identity, meaning and belonging • A desire for status • A desire for excitement and adventure • A need to dominate and control others • 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 • Relevant mental health issues 	<ul style="list-style-type: none"> • Over-identification with a group or ideology • ‘Them and Us’ thinking • Dehumanisation of the enemy • Attitudes that justify offending • Harmful means to an end • Harmful objectives 	<ul style="list-style-type: none"> • Individual knowledge, skills and competencies • Access to networks, funding or equipment

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.

3. 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). In Wales, Local Service Boards provide strategic oversight

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>

4. Staff Training

Specified authorities 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.

Workshop To Raise Awareness of Prevent (WRAP) This is a train the trainer product – it will benefit those new to counter terrorism. It will cover what radicalisation and vulnerability really means, how this translates into a community relationship and covers elements of the PREVENT strategy, Risk and Threat process, Right Wing Extremism, Al Quaida and Safeguarding.



What you need to do: Senior Leadership Teams, Safeguarding Leads, Designated and Deputy Designated Teacher for Child Protection will be encouraged to attend this workshop in order to disseminate and share this with staff and volunteers.

PLEASE NOTE - Prevent training and awareness dates will be distributed to you in due course.

However a general awareness online short course is available – details are on page 6

5. IT Policies

Specified authorities 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.

ESCC e-Safeguarding Support

This service offers a combination of network traffic monitoring, training and e-Safeguarding incident support. The service includes the ability for your school or academy to directly produce reports for stakeholders on e-Safeguarding via a secure, cloud based network monitoring system. Part of this service already includes; **PREVENT** - A guide to implementing policy into practice. This document provides an Educational Institution Prevent Assessment document and includes a good practice checklist

For further information; <https://czone.eastsussex.gov.uk/schoolmanagement/ict/e-safety/Pages/main.aspx>

Or email: schoolsict@eastsussex.gov.uk



What you need to do: review the 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 CT related to local police and internet referral unit <https://www.gov.uk/report-terrorism>

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
<p>Overall effectiveness: the quality of education provided in the school</p>	<p><u>Defining spiritual, moral, social and cultural development</u></p> <p><i>The spiritual development of pupils is shown by their:</i></p> <ul style="list-style-type: none"> •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) <p><i>The moral development of pupils is shown by their:</i></p> <ul style="list-style-type: none"> •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) <p><i>The social development of pupils is shown by their:</i></p> <ul style="list-style-type: none"> •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) <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</p>

	<p><i>The cultural development of pupils is shown by their:</i></p> <ul style="list-style-type: none"> •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)
<p>Quality of leadership in and management of the school</p>	<p>Inspectors should consider how well leadership and management ensure that the curriculum:</p> <ul style="list-style-type: none"> •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)
<p>The behaviour and safety of pupils at the school</p>	<p>When judging behaviour and safety, inspectors should consider:</p> <ul style="list-style-type: none"> •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, <u>radicalisation and extremism</u> 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)

Pan-Sussex Channel Referral and Assessment Form

A Channel referral places an individual into a multi-agency assessment and support process which aims to reduce their vulnerability to extremist-related activity. Each referral is screened for suitability. Further information will be sought from partner agencies before any support mechanisms are put in place. Your referral is important and does not mean an individual is a terrorist or will become a terrorist, only that vulnerabilities have been identified which require further investigation or help. Please provide as much detail as possible.

If you have any questions or concerns please do not hesitate to discuss with your head of safeguarding or the Sussex Police Prevent Team who can be emailed on: prevent@sussex.pnn.police.uk
When completed please email to channel@sussex.pnn.police.uk

Referral Details

Name:			
Alternative name:			
Date of Birth:		Gender:	
Address:			
Nationality:		Ethnicity:	
Language (first):		Faith:	
School/college or Occupation/workplace: Family or Carer details:			

Referring Agency Details

Referral Author and Contact Details: Agency:	
Date of Referral:	

Vulnerability Factors

Factor	Notes	Y/N
Faith/Ideology	e.g. concerning comments relating to faith or ideology, or association with extremists	
Social Mobility	e.g. poverty, lack of education or employment, immigration issues	
Physical or mental health	e.g. disability, learning difficulties, mental health support needs	
Risk or harm factor	e.g. threat posed by family member (Domestic Violence issues), victim of hate crime or personal attack: Perpetrator of Hate Crime.	
Criminal Activity or association	e.g. involved in criminal activity or associating with known criminals	
Isolation or exclusion	e.g. lack of social activity, isolation, absent peer groups	
Other factor	Any other factors Please specify: e.g Jordan is a violent young man who seems to enjoy fighting. He's also quite	

charismatic and intelligent and also appears to be quite manipulative.

Is the individual aware of the referral?

It is not always necessary to notify the individual, but it can be beneficial if they are aware.

Summary reason for referral

Outline main reasons for referral:

Existing agency involvement

Outline and existing agency involvement (that you are aware of) e.g. CAF (Common Assessment framework), MAPPA (Multi Agency Public Protection Arrangements), Safeguarding

Any other relevant information

School Prevent Risk Assessment Template 2015-16

School: Bexhill Academy		Safeguarding Manager: Mrs T Hillman		Date of Assessment: September 2015		Date for review: June 2016		
Risk Area	Hazard	Severity (A) 1 – 5 (5 is high)	Likelihood (B) 1 - 5	Risk Rating A x B	Existing Measures	Proposed Actions	Risk Owner	Planned Completion Date
Welfare and Safeguarding	Staff or contracted providers are not aware of the school procedure for handling concerns and/or do not feel comfortable sharing issues internally	4	1	4	<p>Whole staff PREVENT update in April 2015 – Dave Law/Lucy Spencer</p> <p>Whole staff update training on PREVENT including school responsibilities under Counter Terrorism and Security Act/Keeping Children Safe in Education May 2016 in September 2016 – delivered by DSL</p>	<p>All induction to include Safeguarding training termly for all new staff</p>	<p>TH</p> <p>TH</p>	<p>Sept 2015 and ongoing</p> <p>Sept 2016</p>

					Termly update training for all new staff	Safeguarding Board to include contacts for PREVENT team and Channel Referrals	TH	September 2016
					Staff Safeguarding Information Board in place	New board placed in new staff room area	TH	November 2016
					Updated Safeguarding Policy available for staff on shared area/website – all changes communicated to staff in Sept 2016 training	All changes communicated to staff in Sept 2016 training	TH	Sept 2016
					Contractors receive scaled down information when carrying work out on school premises and are aware who to report any concerns to.			
					All Pastoral Team have completed online Channel Training			
					Updated PREVENT training received by DSL in June 2016.			

Learners are radicalised by factors internal or external to the school	5	1	5	British Values and SMSC focus within Assembly Programme	Each house receives an assembly on a weekly basis	TH	Sept 2016	
				Citizenship/British Values programme for KS3 and KS4 Learners within PSHE curriculum, including focused drop down days	Long term PSHE Plans demonstrate citizenship/British Values curriculum	FOC/TH	Nov 2016	
				Additional E:Safety training for key staff to raise awareness of online radicalisation/extremism	Pastoral Managers to complete targeted E:safety course (including online risks of radicalisation) to support increased awareness of risks	PM's/TH	Oct 2016	
				British Values Focus Term	Focus in tutor time/assemblies	TH	Term 3 2017	

						for Term 3		
	The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally	5	1		<p>The academy has close links with Children's Services, and DSL leads the local Safeguarding Forum with local DSL's.</p> <p>DSL for academy sits on local Safeguarding Liaison Group to get updated information with local picture</p> <p>DSL has termly multiagency meeting to get updated local picture</p>	Referral Pathways and flowchart to be communicated to all Pastoral staff for prompt action	TH	October 2016
Curriculum and learning	Learners are exposed by school staff or contracted providers to messaging supportive of terrorism or which contradicts 'British Values'	5	1	5	<p>Appropriate and updated whistleblowing and safeguarding policies for assessing concerns raised by staff or learners.</p> <p>Opportunities to promote British values are clearly identified within all curriculum areas (see SMSC evidence file)</p>	SMSC Audit to be completed, with each faculty able to provide links to SMSC curriculum/British Values	TH Faculty Leads	Feb 2017
	Behaviours which harm the ability of	4	1	4	The school's values and policies clearly challenge discriminatory	Through our mission statement, strong	SLT	

	different groups and individuals to learn and work together are left unchallenged				behaviours. Communication of academy values and British values through the curriculum, tutor programme and assemblies	pastoral care and visible DSL team FAIR Values on display throughout building		
Organisational culture	Staff or contracted providers are not aware of /do not subscribe to the values of the school	5	1	5	Recruitment, induction programmes and ongoing staff development including Safeguarding Training, including legislative changes and the PREVENT agenda	Safer Recruitment Policy updated and in place Safer recruitment processes in place, to include specific questions related to CP/PREVENT	All staff	September 2016
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing mechanism	5	1	5	Appropriate whistleblowing information and awareness raising training provided to all staff and available in shared area via Safeguarding policy Information and Safeguarding Board for staff available	Always shared with all staff who sign to acknowledge they have read. Safeguarding policy is a feature of every induction programme	TH	Whole staff Safeguarding Update Sept 2016 Whistelblowing Help Line on CP Notice Board

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	5	1	5	Speakers are signed in and collected by a member of staff and are not left alone with learners	All		
	Extremist or terrorist related material is displayed within school premises	5	1	5	Procedures for the display of materials within school premises	Always monitored carefully	TH hold responsibility for student information boards	
	School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics	5	1	5	There is a policy which sets out the notice periods for hire and open source checking arrangements for external organisations	J Sale, Business Manager		Sept 2016
ICT and online study	Learners access extremist or terrorist material whilst using school networks	5	1	5	School filtering policies and a code of conduct covering users attempts to subvert network	PM's to complete online E:Safety Training	TH/PM's	September 2016

					<p>All students receive CEOP training</p> <p>Pastoral Managers alerted to online concerns by ICT team</p> <p>TH has received updated CEOP Online Safety Training</p>			
	Online/social media communications relating to extremist or terrorist material feature the school's branding	5	1	5	The school has E:Safety Policy in place to ensure social media accounts set up by official learner groups or societies are authorised and monitored	Acceptable Use Policy updated for September 2016 and signed by all students on entry to academy		E:Safety Policy updated Jan 2017

Useful Contacts

- Generic email address for Channel in Sussex: channel@sussex.pnn.police.uk (completed referral forms to be sent through to this address)
- Anti-terrorist hotline 0800 789 321

- Sussex Police Prevent Team: prevent@sussex.pnn.police.uk (for prevent queries/advice in relation to concerns about individuals)
- Steve Boyle Detective Sergeant Sussex Prevent Coordinator steve.boyle@sussex.pnn.police.uk Telephone: 07768 467917
- 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)
- 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 Children <https://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.itai.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 intranet
<http://intranet.escc.gov.uk/sites/ASC/StaffInfo/subject/SAAR/Pages/PREVENT.aspx>