**Issue 9 - May 2020**

**Welcome ….**

to the second ‘lockdown’ update. We know that you are being inundated with information and requests for information so rather than send innumerable e-mails with the latest resources and guidance I have been posting these on BSO and updating our Prevent page to be found [here](https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3498). I would be most interested in your views on the most useful way to disseminate information and the sorts of resources which are most useful to yourselves and your schools.

**Prevent Referrals**

Colleagues in the Counter Terrorism Unit (CTU) have noticed a drop in Prevent referrals from the education sector. Although this is understandable with most pupils remaining at home, the current situation is increasing the risk of online radicalisation.

Schools are asked to remain vigilant, following the Notice, Check Share guidance and make any referrals on the new national reporting form which you will find on the BSO Prevent page.

Prevent referrals will still be handled as usual. If you have any Prevent concerns please get in touch with us.

**Contact Information**

**Geraldine Cooper**

Prevent Education Officer (Acting)

Email: geraldine.cooper@bradford.gov.uk

Mobile: 07866890006

**Danielle King**

Prevent Co-ordinator (Acting)

Email: danielle.king@bradford.gov.uk

Mobile: 07870991647

If we don’t respond, please leave a message.

**Keeping in touch**

We send updates and relevant information to Designated Safeguarding Leads on a regular basis. If the contact information for the safeguarding lead in your setting changes please let us know so that they do not miss important or useful information.

Email: geraldine.cooper@bradford.gov.uk

Direct line: 01274 437770

Prevent Coordinator (Acting)

**Vulnerable Pupils**

As you are no doubt aware, the definition of vulnerable pupils has now been extended to include those who ‘have been assessed as otherwise vulnerable by educational providers or local authorities, and who are therefore in need of continued education provision’. This could include pupils who have been referred to Channel. However, it is recognised that this may include pupils who do not engage positively with school and schools have no legal recourse to insist on their attendance. Channel is exploring ways of maintaining contact with these pupils in the context of wider safeguarding.

For national guidance check out the [Educate Against Hate Blog: School Closures: Ongoing Prevent Management Support](https://educateagainsthate.com/blog/posts/school-closures-ongoing-prevent-management-support/).  This provides public facing advice for schools around Prevent during COVID, as well as to further clarify how the vulnerable children definition applies to Channel cases.

The Educate Against Hate site also has excellent teaching resources.

**Inappropriate Educational Resources**

Some extremist groups have developed home learning resources which ‘normalise’ their ideologies. If you become aware of such materials please contact us and we will pass the information on to the relevant group.

**Appropriate Educational Resources**

Extremists are exploiting COVID-19 to reinforce their pre-existing narrative and online platforms are hosting wider conspiratorial narratives, undermining efforts to deal with the crisis. All of which highlight the importance of digital literacy. Below are a number of accredited resources to support digital literacy and critical thinking.

**Digital Literacy Resources**

[BBC Bitesize: Fact or Fake](https://www.bbc.co.uk/bitesize/tags/zr2yscw/fact-or-fake/1) – lots of activities and resources related to fake news and COVID-19

[ShoutOut UK](https://www.shoutoutuk.org/covid-19/) – Free weekly resources on online harms, conspiracy theories, how to spot fake news and deal with trolls.

[Trust Me](https://www.childnet.com/resources/trust-me) – primary and secondary lessons resources to explore critical thinking online.

[Be Internet Citizens](https://www.isdglobal.org/programmes/education/internet-citizens-2/) – lesson resources on fake news, hate speech, emotional manipulation.

[BBC Evidence Toolkit](https://evidence-toolkit-moral-maze.pilots.bbcconnectedstudio.co.uk/) – interactive software, lesson plans and teacher notes to review media stories.

[BBC Real News](https://www.bbc.co.uk/academy/find/?q=real+news) – videos, lesson plans, podcasts related to digital literacy

[National Literacy Trust](https://literacytrust.org.uk/resources/fake-news-and-critical-literacy-resources/) – fake news and critical literacy resources, including lesson plans for different subject areas (pdfs can be found at the end of the page).

[The News Literacy Project](https://newslit.org/) – resources to support pupils to understand what to trust in the digital age.

**Fact Checkers**

[Full Fact Toolkit](https://fullfact.org/toolkit/)

[Snopes](https://www.snopes.com/)

[BBC Reality Check](https://www.bbc.co.uk/news/reality_check)

[Channel 4 Fact Check](https://www.channel4.com/news/factcheck)

[Infotagion](https://infotagion.com/) – Fact checking in relation to COVID-19

**What is being done?**

* The Government has launched a campaign called [‘Don’t Feed the Beast’](https://sharechecklist.gov.uk/) which is focused on being careful about what you share online and includes a helpful [Share Checklist](https://kbiyx86als2gtl9f1owsrxmd-wpengine.netdna-ssl.com/wp-content/themes/Faded_WP_May_12_2019/faded/theme-assets/images/share-list-image.png).
* WhatsApp is reducing forwards of ‘popular’ messages.
* YouTube is banning videos linking 5G to Covid-19.
* Facebook is deleting groups encouraging the 5G theory.
* Mainstream media is writing about disinformation.

**Votes for Schools** produces simple and informative resources which have now been adapted for home learning as well. The following may be useful in the (future) PSHCE curriculum or to share with parents.

|  |  |
| --- | --- |
|

|  |
| --- |
| **Can sharing stories help prevent extremism?** [Primary resource](https://mcusercontent.com/69a52486c19d823dec298c1c8/files/9942aece-259c-489c-90b6-c9968db9e52d/Talking_at_Home_About_Extremism_Primary_AB_with_Additional_Slide_2_.pptx) |

 |

|  |  |
| --- | --- |
|

|  |
| --- |
| [Secondary Resource](https://mcusercontent.com/69a52486c19d823dec298c1c8/files/4d2ecdd5-c47b-46f0-bbb0-00e1b33c0e0c/Talking_at_Home_About_Extremism_Secondary_1_.01_1_.pptx)**PSHCE Curriculum Planning**When schools are back to normal, whatever normal is going to be, we will be ready todeliver PSHCE lessons and assemblies on a wide range of themes and we will also be rolling out a new range of Prevent projects as well as picking up on those that were cancelled due to school closures. As you are planning for a new year, or a return to school, please get in touch to discuss how we can help you. Geraldine CooperPrevent Education Officer (Acting)May 2020 |

 |

|  |
| --- |
| **NOTICE** |
| What have you noticed? Who was involved?Does the incident relate to recent local, national or international events? Does the incident relate to local or national news stories? Has the individual been involved in similar incidents?Why do you feel the individual is vulnerable to radicalisation? What makes the individual at risk? Was it a one off comment or statement and out of context for the individual?Are there any other apparent vulnerabilities or concerns that make the individual at risk of radicalisation? Can the concern be dealt with in house or does it need wider checking? |

|  |
| --- |
| **CHECK** |
| Have you checked your concern with your Safeguarding Lead? If you are the Safeguarding Lead have you checked with other members of your Senior Leadership Team/ management? Do they share your Prevent related concerns?From your checks has any other information come to light?Has the individual of concern been spoken to for clarity? If not, what are the reasons for this (inappropriate, safeguarding risk). Do they offer a reasonable explanation and or account?If under 18, have their parents been spoken to for clarity? Have they noticed a change in behaviour? Do they offer a reasonable explanation and or account?Are any other agencies currently or historically working with the individual or family? Have they been consulted?Is the concern Prevent related? Or is it more suitable under general safeguarding? (Please refer back to the Terminology section) Have there been any historical concerns, i.e. concerns at previous school?Could the concern be addressed in house? Is there a genuine radicalisation risk? Do you and or the individual need additional support?Do you need to clarify or discuss with a member of the Prevent team? |

|  |
| --- |
| **SHARE** |
| Having raised the initial concern and carrying out the appropriate checks do you feel a referral is necessary? If so, all referrals should be made using the Bradford Prevent Referral Form (Appendix 1)On the referral form have you included all the relevant contact details and basic information for the individual of concern, including parent/ guardians details and any siblings if appropriate?Have you differentiated between the date of referral and date of incident or incidents? If there is a gap, have you provided an explanation, for example; waiting for a meeting with parents to discuss concerns before making referral?Have you provided as much detail as possible in the nature of concern box? Have you provided a rounded picture of the individual? Have you detailed your actions as the referrer? Who have you consulted? What intervention, if any, have you put in place?Have you made any other Safeguarding referrals regarding the subject, or discussed the case with other agencies? Have you discussed with the Prevent team and been advised to make this referral?We encourage all referrers to discuss their concerns with the individual and parents (if applicable) and make them aware of the referral to Prevent (with reasons) unless sharing this information places the individual or another person at serious risk of harm. |