

<b>SAFER STRONGER COMMUNITIES SELECT COMMITTEE</b>	
<b>Report Title</b>	<b>Prevent Strategy &amp; Counter Extremism Strategy Delivery in Lewisham</b>
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<b>Date of meeting</b>	<b>19<sup>th</sup> Dec 18</b>

## **1.0 Introduction**

- 1.1 As part of its work programme the Safer Stronger Communities Select Committee agreed to undertake an in-depth review into “The impact of the Prevent Strategy and “Stop and Search” policy on community relations” with particular emphasis on relations between the Police and the BAME community.
- 1.2 The purpose of this report is to provide the Select Committee with an overview of Prevent Strategy and Counter Extremism Delivery in Lewisham

## **2.0 Recommendations:**

- 2.1 The Select Committee is asked to consider the report and evidence presented as part of the in-depth review.

## **3.0 Definitions**

- **Terrorism:** Section 1 of the Terrorism Act 2000 defines terrorism as “the use or threat of action ... designed to influence the Government or to intimidate the public or a section of the public ... for the purpose of advancing a political, religious or ideological cause.”
- **Radicalisation** is defined in the Prevent Strategy as “the process by which a person comes to support terrorism and forms of extremism leading to terrorism.” During the process of radicalisation a vulnerable person will have their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party with their own agenda.
- **Extremism** is defined in the Prevent Strategy 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. We also include

in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

- **Prevent: Preventing vulnerable people from being drawn into terrorism or supporting terrorism.** Prevent is designed to safeguard people from being drawn into terrorism or supporting terrorism by the process of radicalisation. Safeguarding people from radicalisation should be considered in the same way we would safeguard an individual from gang involvement or drug abuse.
- **Vulnerabilities.** Vulnerabilities or susceptibilities which can be exploited for radicalisation or recruitment to extremism and terrorism can be caused by a wide-range of factors; while there is some overlap these may not always fit our common understanding or perceptions of vulnerabilities for other safeguarding concerns.

#### 4.0 Prevent

- 4.1 Prevent is the Government’s strategy to stop people becoming involved in terrorism or supporting terrorism, in all its forms. Prevent works with individuals and communities by using voluntary early intervention to encourage them to challenge extremist and terrorist ideology and behaviour.
- 4.2 Prevent is safeguarding. In the same way that support is provided to people at risk of involvement with drugs, gangs, or other forms of harm, individuals vulnerable to being groomed into radicalisation can also be helped.
- 4.3 Community engagement is essential. We work closely with local voluntary and community groups to co-deliver support.
- 4.4 Prevent seeks to increase understanding among frontline staff and community members. This is achieved through training, where the encouragement of discussion and debate is key to how this is delivered.
- 4.5 While Prevent is a national strategy, it is delivered by the local authority in partnership with other statutory agencies, including Police, Probation and Health. Tailored support is provided to vulnerable residents that reflects the communities in which they live. Where safeguarding concerns are serious, support can be provided through **Channel**, which is a safeguarding panel supporting Prevent. It is a confidential and voluntary process where safeguarding professionals meet to discuss support options which can be offered to vulnerable residents.

#### Prevent is:

- **A confidential process**, offering a safe space where people can share their concerns about extremism and radicalisation and come up with solutions.
- **Concerned with all forms of extremism**, addressing vulnerabilities to radicalisation in all its forms, including: the extreme far-right, the extreme far-left, groups such as Daesh, or any other form of extremist ideology.

- **A voluntary service**, offering non-compulsory safeguarding support to vulnerable residents who have the final say about whether to accept support or not.
- **Constantly seeking to promote discussion and debate**, organising events including community Q&A's, free training, and workshops/ assemblies within schools.
- **Committed to providing support for those who want and need it**, ensuring all referrals are genuine, appropriate and managed sensitively.
- **Tailored to each individual**, providing various forms of free support to Individuals including mentoring, employment support, sporting activities, and discussions with faith leaders or credible ideological experts.

**The 2015 Counter Terrorism and Security Act** places a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. In complying with the duty all specified authorities should demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body.

## **5.0 Prevent Delivery in Lewisham**

- 5.1 Prevent forms an integral part of the Government's Counter-Terrorism Strategy (CONTEST), with the London Borough of Lewisham designated a Priority Prevent Borough, forming a South London cluster that also includes Bexley, Bromley, Croydon, Greenwich, Lambeth and Southwark.
- 5.2 As a Prevent Priority Area, the Home Office provides Lewisham with funding to employ a Prevent Manager and a Prevent Officer, who are responsible for developing and implementing a strategy and delivery plan, with key partners, in order to address identified threats. A number of Prevent-related projects have also been commissioned in Lewisham over the past few years.
- 5.3 As well as funded projects, the Lewisham Prevent Team also delivers training to frontline staff, including teachers and social workers, known as WRAP (Workshops to Raise Awareness of Prevent). Most secondary schools in the Borough have received such training along with many primary schools. The coverage of this training (approximately 1,000 people in the past year) is thought to have contributed to an increase in educational establishments requesting Prevent-related advice.
- 5.4 A key element of local delivery is the Channel Programme, which is a multi-agency safeguarding panel to which people at risk of radicalisation and extremism are referred.
- 5.5 Prevent-related activity is driven by a risk assessment, which is undertaken in order to gain a thorough understanding of the risks arising from the threat of radicalisation, extremism and violent extremism in Lewisham. This in turn informs the development of a comprehensive delivery plan which addresses and mitigates these risks. The basis for the risk assessment is the Counter-Terrorism Local Profile (CTLP), which documents these risks and offers up mitigating activity in the form of recommendations.

5.6 The second major factor to inform the risk assessment is the requirements of the Counter-Terrorism and Security Act 2015. The Act's statutory guidance sets out duties for all affected authorities and institutions, the implication of which will necessitate additional activity in order to achieve compliance. Whilst a line by line analysis of the Guidance can be found in **Appendix A**, the activity required to comply with the Act can be summarised as follows:

- ***A Prevent Delivery Group must be in place to provide leadership, agree risk and coordinate activity***

With full participation from a range of partners at senior level, the Lewisham Prevent Delivery Group drives delivery in the Borough, feeding into wider Council structures through the Safer Lewisham Partnership. The Lewisham Prevent Delivery Group membership includes the Prevent Manager, Crime, Enforcement & Regulation Service Manager, Lewisham Children's & Adult Social Care, Lewisham Education safeguarding officer, the Community Coordinator, SLAM, Probation, CRC, Goldsmiths University, Adult Learning Lewisham, Lewisham & Southwark College, local police, SO15 (CT Police), the Home Office, Lewisham CCG and representatives from local Prevent projects/groups – Second Wave and the Afghan & Central Asian Association.

- ***Understand the range of activities and settings affected by Prevent duties and establish strategic and operational links***

Regular briefings on CT Act duties given to Lewisham Safeguarding Children's Board, Lewisham Safeguarding Adults Board, LBL Adult Social Care Senior Management Team, CRC and NPS (Probation), Phoenix Housing SMT, Lewisham Homes. The LBL Head of Public Protection & Safety sits on London Prevent Board; the Prevent manager sits on London Prevent Network; the Prevent Manager is part of LLAG response arrangements; the Prevent Manager and CER Service Manager attend the MPS Security Review Meeting; joint briefings are held with the Regional NHS Prevent Coordinator to Health staff.

- ***Develop and implement a local risk assessment process which is reviewed against the CTLP.***

A Prevent risk assessment template for schools has been developed & distributed; a risk assessment tool for LBL Children's Social Care has been developed & trialled; the Prevent Manager is a member of Lewisham LSCB Policy Procedures and Training sub-group; Prevent CT Act requirements contained within the Children's Social Care Threshold of needs matrix were incorporated into LB Lewisham documents; a S157/175 safeguarding audit tool for schools was developed, with questions on Prevent included. The Lewisham Prevent Referral Process is at **Appendix B**

- ***Engage with community organisations and places of worship in LB Lewisham***

LBL Prevent utilises links with community delivery partners (Second Wave Theatre and ACAA, mentioned below) to engage with communities. In

addition, there are close links with the Voluntary Action Lewisham and the Community Coordinator, who engages with a range of community and Faith groups across the Borough.

- ***Ongoing Delivery of WRAP Training to frontline staff from affected agencies***  
There is a comprehensive training programme in place in Lewisham, with sessions advertised through the LSCB training portal. These are also accessible and marketed to LSAB member organisations. In addition, bespoke whole team Prevent sessions are delivered in schools, at team meetings etc.
- ***Support schools etc. to develop robust IT policies***  
The schools' safeguarding audit contained questions regarding Prevent which included resilience to online extremist material. Advice designed to ensure schools comply with Ofsted requirements is contained within the catalogue of educational resources that is regularly distributed to schools. This has been developed by the Prevent Manager.
- ***Equip LBL Members with the skills required to counter extremism***  
The Prevent Manager has delivered a number of Prevent briefings to Local Cllrs over the past few years. The Counter Extremism Community Coordinator and the CER Service Manager have delivered similar briefings.
- ***Develop and disseminate a catalogue of resources***  
This resource includes Prevent-related guidance and lesson plans for educational establishments. **Appendix C**
- ***Embed Prevent in Borough safeguarding policies and training, ensure organisations with whom LA has a relationship are signed up to safeguarding, develop and communicate clear referral pathways***  
There are clear procedures for reporting concerns from schools, Children's Social Care and other service areas. These are constantly communicated as part of the Prevent training package.
- ***Ensure publicly-owned venues and assets are not used by extremist groups or individuals***  
The Prevent Manager, working closely with the Counter Extremism Community Coordinator and local Police colleagues, utilises social media to keep abreast of events in Lewisham, regularly highlighting any that may be of concern and taking steps to mitigate perceived risks.
- ***Understand the range of activities and settings in supplementary schools and tuition centres that support home education and take appropriate and proportionate steps to ensure that children attending such settings are properly safeguarded***  
Thought to be an area of risk with little or no regulatory oversight, Lewisham Prevent has been attempting to ascertain the extent of 'out of school'

provision, with a view to offering general safeguarding advice where appropriate.

- ***Lewisham Muslim Outreach (Women's) Programme***

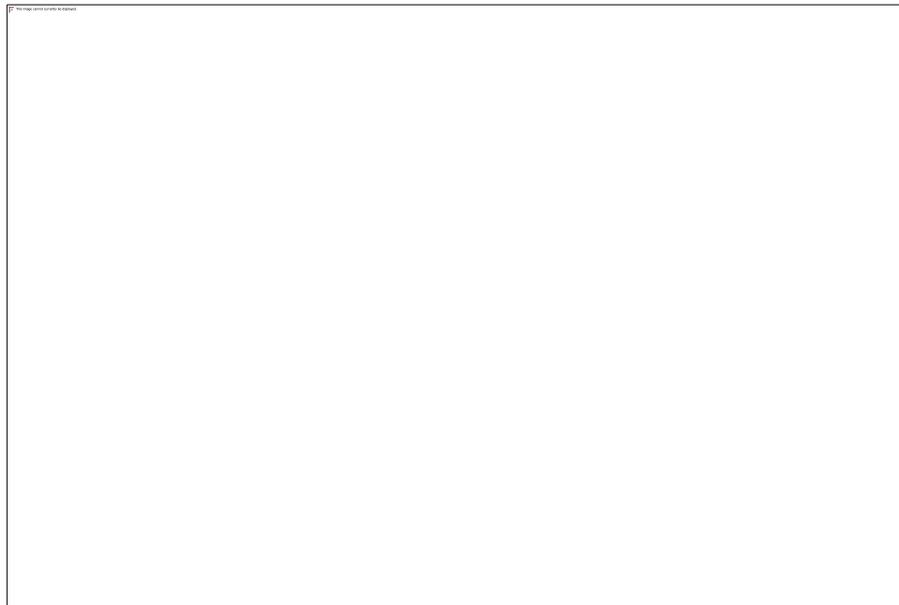
In an attempt to bypass traditional community 'gatekeepers', this project directly targets Muslim mothers utilising ESOL, citizenship and other practical advice, combining these with sessions on radicalisation, terrorism and violent extremism. This project has been delivered by the Afghan & Central Asian Association.

- ***Shadow Games Theatre Project***

Delivered by the Second Wave Youth Theatre, this short drama production examines how young people can be groomed and radicalised online in order to commit terrorist offences. With the addition of a post-production interactive question and answer session, this programme has been commissioned for a number of years for delivery in local secondary schools. The success and innovative nature of this project has led to national recognition for Second Wave, and its inclusion in the national catalogue of best-practice Prevent projects.

- ***Delivery of Channel and Prevent Case Management Programme***

Lewisham Local Authority coordinates and Chairs a 6 weekly case conferencing meeting, at which officers consider individuals who are thought to be at risk of radicalisation. Data on Channel is maintained and controlled by the Home Office. See figure below for regional distribution.



- ***Respond to terrorism incidents in line with LLAG (London Local Authority Gold) response arrangements***

Involved in the development of this protocol, the Prevent Manager links into local emergency planning processes to ensure that local information and

sentiment is collated, understood and appropriately fed into central intelligence systems, including COBRA.

**5.7 The Objectives on the Prevent Agenda locally work to ensure that:**

- The partnership understands the risks and picture of radicalisation/extremism in the local area.
- All colleagues are aware of the Prevent strategy and have a clear understanding of how it fits into their role.
- All colleagues are aware of the Channel process and that support is available through London Borough of Lewisham to those at risk of being drawn into terrorism.
- Clearly understood referral pathways are in place for identifying and referring those at risk.
- Staff should be appropriately trained in identifying and managing those at risk of being drawn into terrorism.
- Any indication of risk should be identified and referred (to Channel if appropriate).
- Partnership Working: Take into account work of LSCB/LASB and Prevent team with regards to radicalisation and extremism.

5.8 Positive outputs for Lewisham under the Prevent agenda to date have included a large volume of frontline workers receiving Prevent training; excellent relations between statutory partners with a good understanding of Prevent; positive buy-in from a wide range of agencies on Prevent; clear and regularly utilised referral pathways; and nationally recognised community based projects.

**6.0 Counter Extremism**

6.1 This Counter Extremism Strategy (published in October 2015) has been developed to be distinct but complementary to the work laid out by the Government's CONTEST Strategy, but it also recognises that we must go further. We must counter the ideology of non-violent and violent extremists alike. We must continue our efforts to tackle neo-Nazi as well as Islamist extremism and respond better to the growing problems of hate crime in our communities.

6.2 The CE Strategy is distinct and complementary to the Prevent Strategy as it seeks to challenge the broad symptoms of extremism which are not limited to radicalisation and terrorism.

6.3 Just as important is addressing the underlying problem of segregated and isolated communities that can provide an environment in which extremism can take root, and allow the continuance of illegal, violent, cultural practices such as FGM.

6.4 To deal with the broad challenge of extremism the Strategy proposes out that we will focus on four areas:

- **Countering extremist ideology** – Continue to confront and challenge extremist propaganda, ensuring no space goes uncontested, including online, promoting a better alternative, and supporting those at risk of radicalisation.
- **Building a partnership with all those opposed to extremism** – Go further to stand with and build the capacity of mainstream individuals, community organisations and others in our society who work every day to challenge extremists and protect vulnerable individuals.
- **Disrupting extremists** – Create new targeted powers, flexible enough to cover the full range of extremist behaviour, including where extremists sow division in our communities and seek to undermine the rule of law.
- **Building more cohesive communities** – Review, understand and address the reasons why some people living here do not identify with our country and our values. A new Cohesive Communities Programme will help those communities most at risk of isolation.

6.5 The Home Office, through the Counter Extremism Strategy, aims to develop a new network, linking individuals and groups around Britain who are already standing up to extremists in their communities. Working with local partners, including local authorities, it aims to identify the most impactful and relevant groups already doing important work to protect communities. They will work with all those committed to defeating extremism.

6.6 **The Special Interest Group on Counter Extremism (SIGCE)** is a local authority (LA) network co-chaired by Cllr Hazel Simmons (Executive Leader of Luton Borough Council) and Cllr Debra Coupar (Executive Member for Communities, Leeds City Council) partnered by the Local Government Association (LGA), the Centre for Trust, Peace and Social Relations (CTPSR) at Coventry University, and funded by the Home Office (HO) and the Department of Communities and Local Government (DCLG). Funding has been secured for 2 years. The network will bring together councils in England and Wales to share learning and experience, and to promote good practice on countering extremism beyond terrorism. The network was formally launched on the 23<sup>rd</sup> of November 2017 by Baroness Williams, Minister of State for Countering Extremism (HO) and Lord Bourne, Parliamentary Under Secretary for State, Minister for Faith (DCLG). The SIGCE will build on the work of a previous Special Interest Group on Managing Far Right Activity with a remit broadened to encompass all forms of extremism and intolerance relevant to England and Wales. At a minimum, this is likely to include Islamist extremism and the Far Right. The rationale is simple: that councils are best placed in their community leadership role to understand what does work, and what does not work in meeting the challenges of extremism within their own communities, and that on this basis councils can develop good practice from sharing the learning gained from each other's experiences and working together on this agenda.

6.7 The **Prime Minister’s Engagement Forum** is another high profile example of this new network. It will give Ministers the chance to hear directly from those challenging extremism and allow a broad range of people to discuss their experiences and work with the most senior people in government.

6.8 Finally, the Home Office’s Counter Extremism Unit stands ready to support those in seek help in countering extremism. This could include – for example – providing social media training, technical assistance to enable a small charity to set up a website, or targeted funding for specific projects. This will help partners to expand their campaigns, allowing mainstream voices to reach a wider audience.

6.9 **Counter Extremism delivery in Lewisham - The Community Coordinator Role**

The Home Office Counter-Extremism unit offered funding to the London Borough of Lewisham to employ a Community Coordinator, whose role is to oversee the coordination of activity to implement the priorities of the Counter-Extremism Strategy. The Lewisham Community Coordinator, based within the Crime, Enforcement & Regulation Service, has been in post since May 2017. Although directly employed by local authorities, community coordinators are very much ambassadors of the counter extremism strategy, working across their local areas with a variety of groups, organisations and partners to support the counter-extremism agenda. Community Coordinators are expected to develop an expert understanding of extremism locally, build strong relationships with local partners and then support those partners by signposting them to support opportunities which will consolidate and amplify their message. The role goes beyond challenging terrorism to challenge those who target the vulnerable, including the young but seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

6.10 An update on the work the implement the Counter Extremism Strategy in Lewisham in set out in the table below:

	<b>Home Office expectations on local implementation of the Counter Extremism Act</b>	<b>Lewisham Update</b>
1	<i>To build an extensive understanding of issues and challenges with extremism of all forms in Lewisham, utilising excellent communication skills to represent the Council at internal and external forums, working</i>	The Lewisham Community Coordinator has developed and led on the boroughs work on understanding the wider social harms of extremism including hate crime. This has included expanding the Hate Crime 3 <sup>rd</sup> Party

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<p><i>closely with senior officers, elected Councilors and central Government.</i></p>	<p>Reporting site programme and re launching the reporting sites also leading on Council and multi-agency action for Hate Crime Awareness Week.</p> <p>Leading on Hate Crime, she facilitates a multi-agency Hate Crime steering group and works to support the hate crime sub group of the Safer Neighbourhood Board.</p> <p>The community coordinator drives the pan London hate crime steering group meeting twice a year to focus on addressing the rise in hate crime throughout London together. This meeting is supported by MOPAC and MM leads on this to ensure best practice with all London boroughs.</p> <p>The Community Coordinator is also a key member of the Lewisham Prevent (CT) Delivery Group and works very closely with prevent.</p> <p>The community coordinator gathers tension monitoring information concerning extremism and local issues that are arising.</p> <p>The Community Coordinator works closely with and keeps the Cabinet Member for Community Safety and the Head of Public Protection &amp; Safety informed on Counter Extremism updates.</p> <p>The Community Coordinator attended specific Training for Community Co-ordinators and Local Authority Communications representatives – This session was designed to inform Community Co-ordinators and Local Authority Communications staff about the benefits of using PR and social media to amplify their messages and work and to broaden the reach when countering extremist ideologies.</p> <p>The community coordinator is part of the SIGCE network aimed at councillors to share best practice with challenging extremism in each local authority. There have been 4 SIGCE meetings so far and the next one is at Sheffield on 4th February 2018 focussing on tackling far right challenges. Recommended Cllrs can attend if possible.</p>
<p>2 <i>To build good working relations with the Home Office and Metropolitan Police and work to implement, advocate for and advance community cohesion and counter extremism.</i></p>	<p>The Lewisham Community Coordinator represents the Local Authority at Home Office peer network events, Counter Extremism strategic meetings and London</p>

		<p>Hate Crime working groups and community lead events concerning the counter extremism space.</p> <p>The community coordinator meets quarterly with the colleagues in post nationally. She regularly has London cluster meetings with the regional network of coordinators and also have south London cluster meetings to understand the challenges of extremism in surrounding boroughs.</p> <p>The Community Coordinator works closely with the police to access their data to gain a better understanding as to what hate crime is being reported monthly. She is also working closely with the VAWG Team to understand the issues around harmful cultural practices etc so that she can build a greater understanding of the extent and breadth of extremist issues within the borough.</p> <p>She also attends key meetings with the SO15 Counter Terrorism Unit and the Prevent coordinator to help to develop Lewisham's Counter Terrorism Profile. She contributed to the Counter Terrorism Local Profile and also feedback to the home office a local area assessment of extremism within the borough of Lewisham which is due to be released in a document soon</p>
3	<p><i>To develop an excellent local knowledge of the drivers, prevalence and wider harms of extremism of all kinds in Lewisham and an understanding of those affected by this.</i></p>	<p>The Community Coordinator has been working with vulnerable groups in the community. She has assisted on a focus group for members of the community with learning disabilities to discuss their fear of hate crime and the concerns that they have as an individual and how I can support them.</p> <p>She also set up a focus group specifically for Muslim women. This group was well attended and the women were in a safe space to discuss their concerns of feeling marginalised and isolated in the borough in light of the attacks as they felt they could be targeted when they left the house for simply being Muslim.</p> <p>She has facilitated the safer neighbourhood boards hate crime working group meeting and extremism is discussed. This gives the opportunity for community groups to discuss issues that they have in the borough and she works alongside them to address and concerns that they have.</p> <p>The Community Coordinator organised and facilitated the second Positive Women's conference in July 2018.</p>

	<p>This event was aimed at the hard to reach communities in Lewisham who often feel marginalised such as Muslim women to learn about the wider harms of extremism such as hate crime, harmful cultural practices and honour based violence.</p> <p>Another key piece of work has been the work undertaken to help organising a faith and community leader conference for serious youth violence. This conference was an opportunity to bring together faith leaders and members of the community to discuss and tackle serious youth violence in Lewisham. The event enabled interfaith dialogue and focused on peer on peer violence and abuse; gender based violence including domestic and sexual violence; reduction of violence at all levels and reduce exposure to violence making it less “normal”. The purpose of this was to unite together to pledge in unison tangible actions to be used to tackle serious youth violence in Lewisham. The event was a success with 80+ people attending. People made pledges for how they would help stop the violence in Lewisham and work in partnership with other organisations.</p>
<p>4 <i>Lead, engage and increase the resilience of communities and organisations/institutions challenging all forms of extremism, including the promotion of hatred and division.</i></p> <p>Disrupting extremists</p>	<p>The Community Coordinator has been working with numerous faith leaders across the Borough for the past few months to reinstate a Lewisham Interfaith Forum, where faith groups can work together to share direction on a range of issues from engagement with the police, community tension monitoring at times of crises and partnership events such as the Lewisham Peace walk. The Lewisham Interfaith Forum was launched on the 10<sup>th</sup> October and quarterly meetings are held.</p> <p>The Community Coordinator has led on problem solving and tackling hate crime and potential drivers of extremism over the past year. This has included successfully engaging premises to stop potential hate speech events and extremist speakers mobilising Council services and Police colleagues to swiftly deal with anti-Semitic graffiti found in the borough. The coordinator has successfully disrupted extremist speakers coming into the borough with the support of partners such as the police have held events showcasing alternative narratives.</p> <p>She has also worked with particular community groups on specific issues of hatred or division. This included working closely with Lewisham Speaking up to develop</p>

		new material to tackle hate crime perpetrated against those with learning difficulties.
5	<p><i>Identify and build a local network of trusted individuals and organisations who are involved in building stronger communities and/or countering extremism and promoting cohesion.</i></p> <p><i>The post holder will support these groups and organisations by identifying what help they require to expand their reach, including by signposting them towards and helping them submit high quality bids for the national competitive process for accessing both in-kind support and grants.</i></p>	<p>In September 2016 a national programme called ‘Building a Stronger Britain Together’ (BSBT) was launched offering in-kind support and grant funding for community groups to:</p> <ul style="list-style-type: none"> <li>• Empower those who wish to challenge extremism.</li> <li>• Support and network of “credible commentators” who want to challenge extremist narratives and promote mainstream views online.</li> <li>• Train a wide range of civil society groups to help them build and maintain a compelling online presence.</li> </ul> <p>There are two types of support available:</p> <ul style="list-style-type: none"> <li>• In Kind Support helps organisations build their capacity to reach larger audiences and expand their reach. For example through design and delivery of specific campaigns, professionally built websites or social media training.</li> <li>• Grant offer targeted funding for specific projects that support delivery of the Governments CE Strategy.</li> </ul> <p>The ‘Building a Stronger Britain Together’ programme will support civil society and community organisations who work to create more resilient communities, stand up to extremism in all forms and offer vulnerable individuals a positive alternative. This programme is a partnership between Government and groups and organisations who want to see extremism defeated. Organisations can bid for grant funding and in-kind support for specific projects that deliver this goal.</p> <p>Having waited for more than six months for the BSBT grant funding process to open, Lewisham’s Community Coordinator worked to ensure that community groups and organisations were primed to put their best bids together by holding a BSBT Amplifier (funding opportunity) event in December 2017, which was attended by more than 20 groups.</p> <p>This was followed up by more 121 visits to help organisations in their preparation to be funding ready.</p> <p>When the BSBT grant funding finally opened in January 2018, the Community Coordinator worked with a large</p>

	<p>number of different community groups and organisations to reframe and redraft their applications before the deadline of mid-February. In the end, Lewisham had 14 completed bids for BSBT grant funding submitted to the Home Office. 3 of these were successful for the grant funding in Lewisham and will be delivering different projects to challenge extremism within Lewisham.</p> <p>While working to support groups in preparation for the opening of the BSBT funding, the Community Coordinator also signposted and supported community groups to apply for both the MOPAC Knife Crime funding opportunity and the MOPAC Safer Neighbourhood Fund in Lewisham, where she felt that their programmes met the criteria for these. The Community Coordinator continues to work to identify and signpost appropriate groups to funding streams when they become available.</p>
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## **7.0. Financial Implications**

- 7.1 The Home Office Counter-Extremism Unit monitors the funding towards to Community Coordinator post.
- 7.2 The Home Office OSCT Unit monitors the funding of the Prevent Coordinator and the Prevent Officer

## **8.0 Legal Implication**

- 8.1 Section 19 of the Police and Justice Act 2006 places an obligation upon Local Authorities to have a committee which scrutinises crime and disorder within its area.
- 8.2 Within the context of the powers of this committee, the section provides that it should have the power to “ (a) review or scrutinise decisions made, or other action taken, in connection with the discharge by the responsible authorities for example, police and other relevant partner agencies of their crime and disorder functions; (b) to make reports or recommendations to the local authority with respect to the discharge of those functions.”
- 8.3 Further, where this committee makes a report or recommendations it shall provide a copy— (a) to each of the responsible authorities, and (b) to each of the persons with whom, and bodies with which, the responsible authorities have a duty to co-operate

under section 5(2) of the Crime and Disorder Act 1998 (“the co-operating persons and bodies”).

8.4 The Local Government Act 1999 places a duty on the local authorities to secure continuous improvement in the way its functions are exercised having regard to the combination of economy, efficiency and effectiveness.

8.5 These statutory duties amongst others are relevant to the production of the Council's Safer Lewisham Strategy.

## **9.0 Environmental Implications**

9.1 Specific environmental implications of crime and disorder are reviewed annually through the strategic assessment process and appropriate action taken as required.

## **10.0 Equalities Implications**

10.1 Equalities implications are considered throughout the delivery of this model.

## **11.0 Crime and Disorder Implications**

11.1 Section 17 of the Crime and Disorder Act 1988, as amended, places a duty upon Local Authorities to consider crime and disorder implications and in particular, “to exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent, crime and disorder in its area.” This statutory obligation is the same for the Authorities “responsible partners” too. The level of crime and its impact is influenced by the decisions and activities taken through the day-to-day functions of local bodies and organisations.

11.2 Responsible authorities are required to provide a range of services in their community from policing, fire protection, planning, consumer and environmental protection, transport and highways. They each have a key statutory role in providing these services and, in carrying out their core activities, can significantly contribute to reducing crime and improving the quality of life in their area.

**For further information on this report please contact Gary Connors, Strategic Crime, Enforcement & Regulation Service Manager, Community Services Directorate on 020 8314 9773.**

Appendix A

**Appendix A – Counter Terrorism & Security Act 2015 – Prevent Statutory Duty Guidance**

<b>Counter Terrorism &amp; Security Act 2015 Statutory Guidance analysis</b>	
<b>Ref</b>	<b>Comment</b>

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Local authorities	
33	“Local authorities should establish or make use of an existing local multi-agency group to agree risk and co-ordinate Prevent activity.”
34	“..links will need to be made to other statutory partnerships such as Local Safeguarding Children Boards Safeguarding Adults Boards, Channel panels and Youth Offending Teams.”
35	“Prevent co-ordinators have access to senior local authority leadership..”
36	monitor the impact of Prevent
37	Effective dialogue and coordination with community -based organisations will continue to be essential.
39	“..risk assessment should also be informed by engagement with Prevent co-ordinators, schools, registered childcare providers, universities, colleges, local prisons, probation services, health, immigration enforcement Youth Offending Teams and others, as well as by a local authority’s own knowledge of its area.”
40	“We would expect local authorities to incorporate the duty into existing policies and procedures”
41	“...develop a Prevent action plan.”
43	“..ensure appropriate frontline staff , including those of its contractors, have a good understanding of Prevent...”
44	“..staff will be expected to make appropriate referrals to Channel..”
45	“..ensure that publicly-owned venues and resources do not provide a platform for extremists..”
46	“..ensure that organisations who work with the local authority on Prevent are not engaged in any extremist activity or espouse extremist views.”
47	“..ensure that the principles of [Prevent] are written in to....contracts in a suitable form.”
50	“..bodies, which include...children’s homes and independent fostering agencies and bodies exercising local authority functions whether under voluntary delegation arrangements or via the use of statutory intervention powers.....should ensure they are part of their local authorities’ safeguarding arrangements and that staff are aware..”
51	Local authorities should take steps to understand the range of activity and settings in their areas (i.e. out-of-school settings other than childcare including supplementary schools, and tuition centres to support home education, not regulated under education law) and take appropriate and

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	proportionate steps to ensure that children attending such settings are properly safeguarded
<b>Schools and registered childcare providers (excluding higher and further education)</b>	
58	"..standards also apply to academies (other than 16-19 academies), including free schools, as they are independent schools."
65	<p>"The education and childcare specified authorities in Schedule 6 to the Act are as follows:</p> <ul style="list-style-type: none"> <li>• the proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies</li> <li>• pupil referral units</li> <li>• registered early years childcare providers</li> <li>• registered later years childcare providers</li> <li>• providers of holiday schemes for disabled children</li> <li>• persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately; and</li> <li>• 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."</li> </ul>
67	[The above] "specified authorities are expected to assess the risk.."
68	"..robust safeguarding policies.."
69	"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)."
70	"Specified authorities should make sure that staff have training that gives them the knowledge and confidence to identify children at risk.."
71	"..authorities will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school.."
<b>Further education</b>	
80	<p>"The further education [institutions] specified in Schedule 6 to the Act fall into the following categories:</p> <ul style="list-style-type: none"> <li>• further education institutions on the Skills Funding Agency (SFA) register of training organisations (ROTO), including sub-</li> </ul>

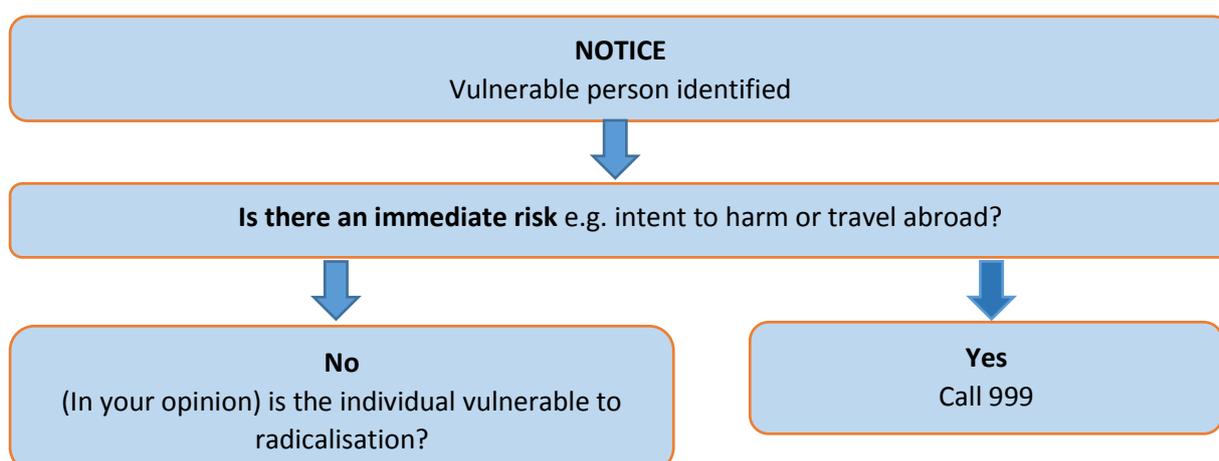
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	<p>contractors which receive more than £100,000 of SFA funding via lead providers. This includes approximately 950 further education colleges and independent providers – such as private companies and third sector organisations that are eligible to receive public funding from the SFA to deliver education and training and the 93 Sixth Form Colleges and other organisations funded by the Education Funding Agency to deliver post 16 education and training;</p> <ul style="list-style-type: none"> <li>• further education institutions in Wales funded by the Welsh Government; and</li> <li>• private further education institutions who are not in receipt of public funding who may be on the UK Register of Learning Providers and have similar characteristics to those on the register. We define these as institutions that have at least 250 students who are undertaking courses in preparation for examinations which either receive public funding or are regulated by the Office of Qualifications and Examinations Regulation or the Welsh Government.”</li> </ul>
83	“expect [further education] institutions to seek to engage and consult students on their plans for implementing the duty.”
85	“Each [further education] institution should carry out a risk assessment..”
86-88	“We would expect the risk assessment to look at institutional policies....campus and student welfare....equality and diversity.....safety and welfare.....physical management of the institution’s estate.....procedures for events.....external bodies and community groups who may use premises, or work in partnership.....procedures for managing whistle-blowing and complaints.....ensure that the sub-contractor is aware..”
90	“..develop a Prevent action plan..”
91	“..appropriate training and development for principals, governors, leaders and staff.”
95-96	“...sufficient pastoral care and support,.....clear and widely available policies for the use of prayer rooms..”
97	“..all [FE IT] policies and procedures will contain specific reference to the duty..”
<b>Higher education</b>	
107	“The higher education institutions specified in Schedule 6 to the Act [includes] private higher education institutions that are not in receipt of public funding from the Higher Education Funding Council for England (HEFCE) or the Higher Education Funding Council Wales (HEFCW) but have similar characteristics to those that are. This includes governing bodies or proprietors of institutions not otherwise listed that

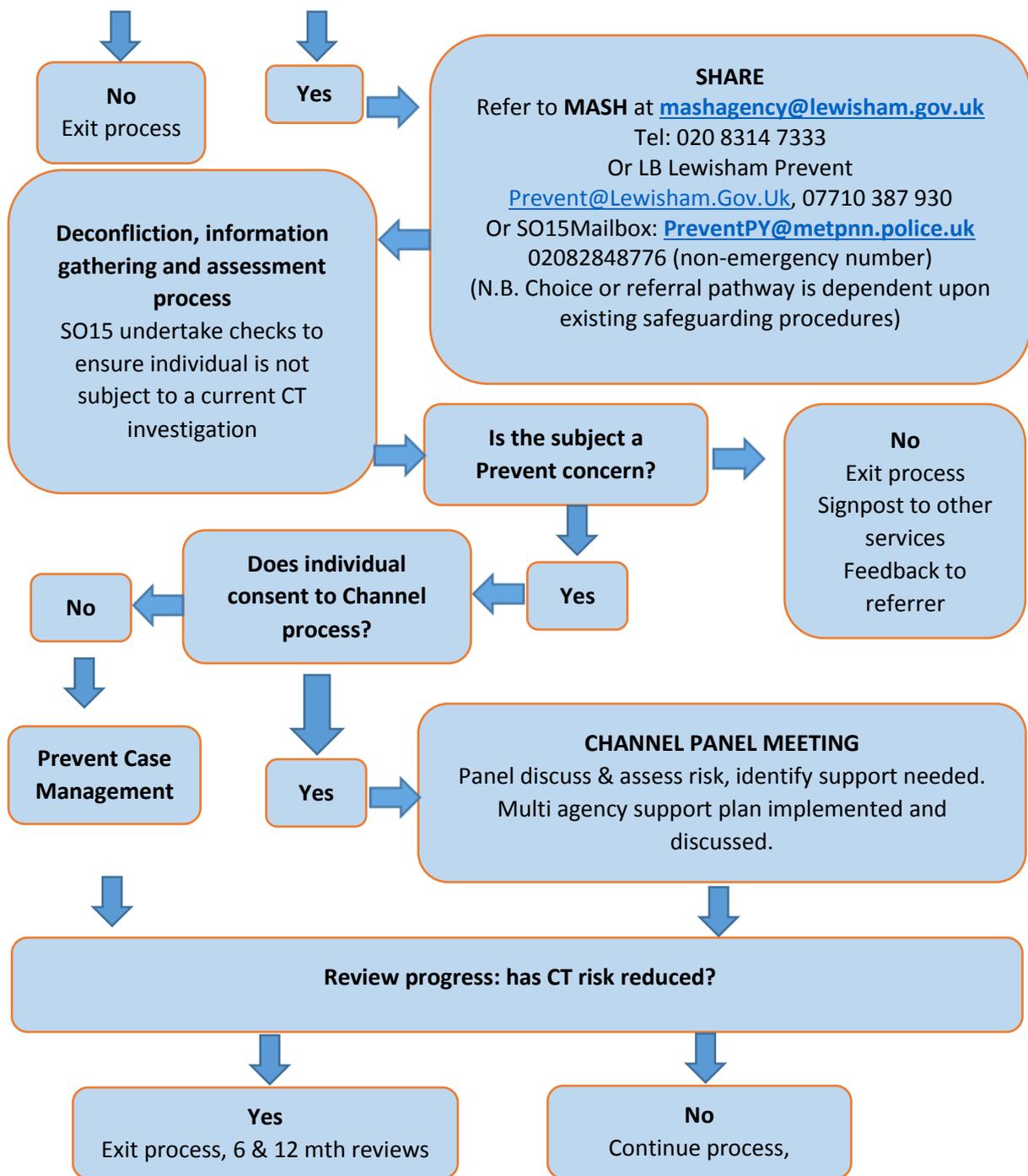
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	have at least 250 students, excluding students on distance learning courses, undertaking courses of a description mentioned in Schedule 6 to the Education Reform Act 1988 (higher education courses).
<b>Prisons and Probation</b>	
159	“Appropriate information and intelligence sharing [between prisons and other agencies] should take place
165	“..as part of the [pre-release] risk management plans...a referral to Channel [should be] made at the earliest opportunity where appropriate”.
166	“For offenders already convicted of terrorism or terrorism-related offences, .....MAPPA”.
167	“For all prisoners, where sufficient remaining sentence time permits, a formal multi-agency meeting which includes the police and the probation counter terrorism lead, should take place to inform decisions after release”.
168	“Where insufficient time remains, police and probation staff should be given fast time briefing by prison counter-terrorism staff.....and the National Probation Service CT lead
172	“We would expect that staff at.....Youth Offending Teams ..... would receive appropriate training
176	“..enable all probation providers to work together with other partners to share information and develop joint referrals and interventions”.
179	“...processes in place to escalate.....cases to other agencies or otherwise refer the offender for appropriate interventions – for example to the Channel programme.

## Appendix B – Prevent Referral Process



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**Appendix C – Lewisham Prevent Educational Resource Catalogue**

RESOURCE		AUDIENCE
<i>CT Act Prevent Duty Advice</i>		
The Prevent Strategy. HM Government, 2011		
<a href="http://www.gov.uk/government/publications/prevent-strategy-2011">www.gov.uk/government/publications/prevent-strategy-2011</a> .		All agencies affected by the CT Act
<p>Prevent Duty Guidance Published in March 2015 provides further background information around the duty. The Prevent duty guidance is about keeping people and communities safe from the threat of terrorism. It aims to stop people becoming terrorists or supporting terrorism and provides guidance for local authorities on their duties within the Counter Terrorism and Security Act 2015. It is one of four elements of CONTEST, the UK Government's counter-terrorism strategy.</p>		
<a href="http://www.gov.uk/government/publications/prevent-duty-guidance">www.gov.uk/government/publications/prevent-duty-guidance</a>		All agencies affected by the CT Act
The Prevent Duty, Departmental advice for schools and childcare providers. DfE, June 2015		
<a href="http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty">www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</a>		School heads, governors, safeguarding leads
<p>Keeping Children Safe in Education Keeping Children Safe in Education is statutory guidance for schools and colleges who must have due regard when carrying out their duties to safeguard and promote the welfare of children. To ensure that all staff read at least part one of the guidance. For ease, part one is set out here as a standalone document.</p>		

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<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf</a></p>	<p>Schools and Colleges</p>
<p>Prevent Duty Guidance for Higher Education          The government has published guidance setting out what steps higher education institutions are expected to take to meet the new statutory duty to have "due regard to the need to prevent individuals from being drawn into terrorism".          The guidance is available in two forms; one for England and Wales and the other which is applicable in Scotland.</p>	
<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445916/Prevent_Duty_Guidance_For_Higher_Education_England_Wales_.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445916/Prevent_Duty_Guidance_For_Higher_Education_England_Wales_.pdf</a></p>	<p>Higher Education institutions</p>
<p>Prevent Duty Guidance for Further Education          Further Education institutions have been allocated their own guidance document. The guidance is clear that the Prevent duty is not intended to place 'large new burdens' on institutions. Rather, it is intended that it will be implemented in a 'proportionate and risk based way'.</p>	
<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445915/Prevent_Duty_Guidance_For_Further_Education_England_Wales_-_Interactive.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445915/Prevent_Duty_Guidance_For_Further_Education_England_Wales_-_Interactive.pdf</a></p>	<p>Further Education institutions</p>
<p>Common Inspection Framework: Education, skills and early years. Ofsted, June 2015</p>	
<p><a href="http://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-fromseptember-2015">www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-fromseptember-2015</a></p>	<p>Maintained schools and academies, non-association independent schools, further education and skills provision and early years settings.</p>

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<p><i>Prevent Training</i></p>	
<p><b>Workshop to Raise Awareness of Prevent (WRAP)</b>          This is an interactive facilitated workshop centred on a package of video content. The workshop provides an introduction to Prevent aimed at objective two of the Prevent strategy - supporting vulnerable people. It explains the purpose of Prevent, the process of radicalisation, how to identify when someone may be vulnerable to radicalisation, how to raise concerns and what a proportionate response looks like.          Facilitated – delivered by accredited trainers from across the public sector.          Length of product: Approximately 1hour – 1 hour and 15 minutes.</p>	
<p>Contact <a href="mailto:prevent@lewisham.gov.uk">prevent@lewisham.gov.uk</a>          Or phone 07710 387 930</p>	<p>Frontline staff, including police, social services, probation, education, health staff and local communities.</p>
<p><b>Online Facilitated Workshop to Raise Awareness of Prevent (WRAP)</b>          This Workshop to Raise Awareness of Prevent (WRAP) is facilitated session focused around video case studies, JISC have been commissioned to deliver this content through an interactive online platform. The workshop is an introduction to Prevent and supports objective two of the Prevent strategy, to help vulnerable people. It has been built to raise awareness of Prevent in a non-alarmist way and signposts to wider support mechanisms and safeguarding initiatives available.          Length of product          The workshop lasts for approximately two hours, depending upon the group size and amount of discussion.</p>	
<p>A full list of scheduled dates can be accessed from the following link: <a href="https://www.jisc.ac.uk/advice/training">https://www.jisc.ac.uk/advice/training</a></p>	<p>Further Education, Higher Education and Skills providers</p> <p>Particularly aimed at making WRAP more accessible for individuals unable to attend face-to-face sessions - for example new starters, remote workers, short term/part time contractors and senior management.</p>

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<p>Prevent e-Learning Package</p> <p>HM Government have developed a Prevent e-Learning product to provide an introduction to Prevent aimed at objective two of the Prevent strategy - supporting vulnerable people. It has been developed to raise awareness of and explain Prevent within the wider safeguarding context.</p> <p>Completion of the Prevent e-Learning will support users to notice concerns that may make individuals vulnerable to radicalisation, what a proportionate response looks like, as well as the confidence and ability to raise concerns when someone may be at risk.</p> <p>Length of product: Approximately 40mins – 1hour</p>	
<p><a href="https://elearning.prevent.homeoffice.gov.uk/">https://elearning.prevent.homeoffice.gov.uk/</a> or via <a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a></p>	<p>Frontline staff, including police, social services, probation, education, health staff and local communities.</p>
<p>Channel General Awareness</p> <p>This web based e-Learning aims to raise awareness of the Channel process and how Prevent works to provide a proportionate response to support vulnerable people within the non-criminal space.</p> <p>This module provides information on Channel, duties and responsibilities within the process. The course should enable the user to: ☐</p> <ul style="list-style-type: none"> <li>• Understand how Channel links to the Governments Counter-Terrorism Strategy (CONTEST);</li> <li>• Describe the Channel process and its purpose;</li> <li>• Identify factors that can make people vulnerable to radicalisation; and ☐</li> </ul> <p>Define safeguarding and risk ownership of the Channel process.</p>	
<p>Length of product: Approximately 30 minutes</p>	
<p><a href="http://course.ncalt.com/Channel_General_Awareness">http://course.ncalt.com/Channel_General_Awareness</a></p>	<p>Frontline and strategic/safeguarding staff across public sector organisations such as police, social services, probation, education and health staff and local communities.</p>

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Further Education Comprehensive Online Training Modules

The aims of the new Education and Training Foundation online support offer are to; -

- ☑ give those who complete the modules an understanding of how the Prevent duty applies in the FE and training context and ☑ enable users to check and produce evidence of their understanding.

Staff, governors and board members can follow the on line training modules then take an assessment. If they achieve 85% or more they will be able to print off a Foundation certificate of achievement providing useful evidence of completion for Ofsted or others.

The Foundation has also set up a website to provide guidance, sample risk assessments, policies and procedures, links to website and videos. This includes materials which can be used with students and guidance for staff and governors on their role in complying with the Prevent duty.

Length of product

Estimated time to work through a module and complete the assessment is 50 minutes.

<http://www.foundationonline.org.uk/>

All staff and governors in the FE and training sector.

*Educational resources – Lesson Plans*

Extreme Dialogue

Launched in July 2016, the Extreme Dialogue project aims to reduce the appeal of extremism among young people and offer a positive alternative to the increasing amounts of extremist material and propaganda available online.

Their resources aim to build young people’s resilience to violent extremism through active discussion and enhanced critical thinking, via a series of short emotive films, classroom activities and group exercises that can be used with young people aged approximately 14-18.

Length of product: The educational resources contain over 6 hours of films, structured classroom exercises and group activities and provide opportunities for exploration and learning around extremism.

<http://extremedialogue.org/>

Suitable for children of secondary school age, also can be used in community settings such as youth clubs

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### Counter Extremism – Narratives and Conversations (London Grid for Learning)

'Counter-Extremism - narratives and conversations' aims not only to support the safeguarding of young people, but also to facilitate discussion on respect, tolerance, community cohesion and shared values.

London Grid for Learning has created this video resource in partnership with Sara Khan from counter-extremism and women's rights organisation [Inspire](#). Sara offers information, insights and advice to help schools navigate this difficult area.

The resource takes the form of 32 question-based video clips across four thematic sections, with questions such as "Why do certain groups of young people engage with the Daesh narrative?", "What is the role of online propaganda in engaging young girls?" and "What is the most important message about Islam that counters the Daesh viewpoint?"

Length of product: 32 question-based video clips across four thematic sections. Total running time 48 minutes; average running time 1m30. Can be used as standalone resources or as a series.

[www.counterextremism.lgfl.net](http://www.counterextremism.lgfl.net)

Whilst LGfL expects the resource to be mainly used by and for teachers, it is relevant for other professionals. Schools may choose to use the materials in secondary-level Citizenship / PSHE lessons to stimulate debate and discussion on extremism and/or British Values.

### Schools Project: Racist and Religious Hate Crime

Produced by the Crown Prosecution Service, this set of resources can be used by teachers to explore racist and religious hate crime.

They provide starting points for discussion and are based on real life experiences of the young people who took part in the project.

Classroom activities and guidance for teachers are also available in PDF format which are designed to increase pupils' understanding of hate crime and prejudice and enable them to explore ways of challenging it.

[http://www.cps.gov.uk/northwest/working\\_with\\_you/hate\\_crime\\_schools\\_project/schools\\_project\\_racist\\_and\\_religious\\_hate\\_crime/](http://www.cps.gov.uk/northwest/working_with_you/hate_crime_schools_project/schools_project_racist_and_religious_hate_crime/)

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<p>Getting On Together (GOT Project)</p> <p>The GOT (Schools') Project derives originally from tensions within the Cardiff South community following on from the 9/11 atrocity. It is a 'bottom up' programme which comes from the community to counter the rising tide of extreme thoughts and feelings, and promote tolerance, understanding and respect for all.</p> <p>The project provides fully resourced teaching programme of more than 17 modules focusing on the knowledge and understanding needed to counter the distortion of the non-violent message of the Islamic faith; facilitating open debate and critical thinking which rejects the ideologies of all extremists; self-exploration and rationalisation of thoughts and feelings around extremism; and raise awareness and/or train trainers around the core themes of extremism and radicalisation.</p>	
<p><a href="http://www.got.uk.net/">http://www.got.uk.net/</a></p>	Teachers
<p>Miriam's Vision</p> <p>"Miriam's Vision: A Response to the 7/7 London Bombings" is a collection of unique, high-quality curriculum-based lesson plans, accompanying resources and guidance notes for teachers of 11 to 14-year-olds. This is free of charge, available to download and share.</p> <p>"Miriam's Vision" has been produced by teachers for teachers in secondary schools to present the events of 7/7 in a non-confrontational way and in a safe environment.</p>	
<p><a href="http://miriamsvision.org/">http://miriamsvision.org/</a></p>	Teachers and local communities
<p>Since 9/11</p> <p>Since 9/11 is an education charity which supports pupils to learn about the events, causes and consequences of 9/11. SINCE 9/11 are here to support schools by providing world class teaching resources developed by the UCL's Institute of Education. These include detailed:</p> <ul style="list-style-type: none"><li>• Lessons plans, presentations and handouts for five subject areas</li><li>• Guidance for teachers on how to address all aspects on teaching these materials</li></ul>	
<p><a href="https://since911.com/">https://since911.com/</a></p>	Schools

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<p>Interfaith Explorers</p> <p>This is a free online learning resource, supported by UNESCO, which helps pupils understand the world around them as well as respect cultural and religious diversity. Offers a suite of materials, including webinars and classroom posters, on faith, cultural diversity and core values.</p> <p>Designed to complement RE and PSHE teaching, alongside citizenship education, it offers teachers a bank of high quality cross-curricula resources to use with pupils at Key Stage 2 and those embarking on their Key Stage 3 transition.</p> <p>Mapped to National Curriculum requirements, Interfaith Explorers is a fantastic resource to enrich your school's curriculum and can be delivered as a six-week unit or in parts throughout the academic year.</p>	
<p><a href="http://interfaithexplorers.com/">http://interfaithexplorers.com/</a></p>	Primary schools (KS2)
<p>Citizenship Foundation</p> <p>In 2015, the Citizenship Foundation published 'Talking about values in the classroom', which introduced teachers to a method of working that developed students' skills of thinking and talking about moral issues.</p> <p>Expected to promote British values and character but without much guidance on what that means, teachers should find this a very welcome addition to their toolkit.</p>	
<p><a href="http://www.citizenshipfoundation.org.uk/main/resource.php?s450">http://www.citizenshipfoundation.org.uk/main/resource.php?s450</a></p>	Teachers
<p>Choices Then and Now</p> <p>Choices Then &amp; Now is an innovative and creative approach to the delivery of the Prevent duty, SMSC, Citizenship, Extremism &amp; Resilience designed for primary, secondary and further education. Developed by the Peace Museum, Choices Then &amp; Now has a range of resources to support schools in delivery across the curriculum, engaging students in relevant and thought provoking debate.</p>	
<p><a href="http://choicesthenandnow.co.uk/">http://choicesthenandnow.co.uk/</a></p>	Teachers

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<p>The Respect Programme            An online resource providing ready-made lesson plans on issues such as citizenship, prejudices, extremism, staying safe online, and more!            They aim to encourage young people to understand and respect others, develop critical thinking skills (especially in avoiding the dangers that prevail online), and consider how to bring about change in a positive constructive way.            Each plan is accompanied with various resources such as videos, web-links, scenarios, poetry, etc to make for an interactive and engaging classroom session on topics that may otherwise appear difficult to approach.</p>		
<a href="http://therespectprogramme.org.uk/">http://therespectprogramme.org.uk/</a>		Teachers
<p>Digital Disruption            This organisation provides chargeable and free resources targeted especially at increasing digital literacy – at how young people use the internet, and critique and challenge information they find on it.</p>		
<a href="http://www.digitaldisruption.co.uk/">http://www.digitaldisruption.co.uk/</a>		Teachers, pupils
<p>Prevent related lessons plans/resources The new Prevent Duty, the Department for Education’s SMSC requirements, British Values Guidance and Ofsted's inspection criteria all require Schools to ensure students are aware of risks associated with extremism. The resources below will support schools to do this via their existing PSHE/SMSC requirements: enabling schools to help pupils build a resistance to extremist messages and to challenge a number of harmful and divisive narratives.</p>		
KS2 Internet and digital awareness	<a href="#">Lesson Plan</a>	Teachers
KS2 Stereotyping and the Media	<a href="#">Lesson Plan Supporting Resource</a>	Teachers
KS4 Internet and digital awareness	<a href="#">Lesson Plan</a>	Teachers
KS4 Stereotyping and the Media	<a href="#">Lesson Plan Supporting Resource</a>	Teachers
KS4 Persuasion and influence	<a href="#">Lesson Plan Supporting Resource</a>	Teachers

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KS4 Conspiracy theories	<a href="#">Lesson Plan Supporting Resource</a>	Teachers
KS4 Extremism	<a href="#">Lesson Plan Supporting Resource</a>	Teachers
<i>Advice</i>		
<p>Educate Against Hate (Online Digital Platform)</p> <p>Educate Against Hate has been designed as a 'one-stop-shop' to equip teachers, school governors and parents with the skills, tools and resources they need to recognise and address extremism and radicalisation in young people.</p> <p>The website provides links to, and recommends resources and websites that have been judged as useful to the schools sector.</p>		
<a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a>	Parents, teachers and school governors/leaders	
<p>A Community Response to Extremism</p> <p>This film focuses on members of Bristol's local Muslim community and their response to extremism.</p> <p>It gives the communities a chance to discuss their faith and to highlight and understand the response from ordinary people to the recruiting narrative used by Daesh and Al Qa'ida.</p> <p>It is a unique tool designed to challenge Islamophobia and to give audiences a chance to gain an understanding of the true nature of the Islamic faith and what it means to those that want to safeguard it from extremists.</p> <p>Delivery method: Web enabled video content, length of product: 24:46</p>		
<a href="https://youtu.be/wKEe3_nm_x4">https://youtu.be/wKEe3_nm_x4</a>		
		Frontline staff, including police, social services, probation, education, health staff and local communities.

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### Safe Campus Communities

The Safe Campus Communities website provides access and links to a range of information and resources for Higher Education Institutions including:

- Guidance documents such as External Speakers in Higher Education Institutions and Good Campus Relations;
- Access to a range of case studies highlighting how Higher Education institutions respond to and manage certain risks and events on campus – examples include management of high risk speaker events and making the most of BIS Prevent Regional Coordinators ;
- Links to relevant research documents;
- Links to government documents including the 2011 Prevent strategy and the Counter Terrorism and Security Act; [Information on contacting BIS Prevent Regional Coordinators](#); and [Details of forthcoming events and training](#).

[www.safecampuscommunities.ac.uk](http://www.safecampuscommunities.ac.uk)

Higher education stakeholders

### Parent Info

A collection of articles, tips, expert advice and resources designed to help parents keep up with what their children are doing online.

<http://parentinfo.org/>

Local communities, particularly parents

### Childnet

Childnet International is a non-profit organisation that works with others to make the internet a safe place for children.

<http://www.childnet.com/>

Local communities

### FAST

FAST is a UK based organisation providing support to vulnerable families and individuals whose lives have been affected by the trauma of losing loved ones to hateful ideologies and groups. That is why we are here to help you and your family.

Provides vital information for parents looking to understand the risks involved if children travel to Syria.

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<a href="http://familiesmatter.org.uk/">http://familiesmatter.org.uk/</a>	Local communities
<p>UK Safer Internet Centre            The UK Safer Internet Centre is coordinated by a partnership of three leading organisations; Childnet International, the South West Grid for Learning and the Internet Watch Foundation. The centre has three main functions: an Awareness Centre, a Helpline and a Hotline.            The UK Safer Internet Centre provides e-safety tips, advice and resources to help children and young people stay safe on the internet.</p>	
<a href="http://www.saferinternet.org.uk/about">http://www.saferinternet.org.uk/about</a>	Local communities
<p>Internet Matters            A non-for-profit organisation that helps to keep children safe in the digital world.            Backed by the UK’s most prominent internet industry players, BT, Sky, TalkTalk and Virgin Media, and are supported by leading child online safety experts, they are able to offer you the best advice and information available on tackling e-safety issues.</p>	
<a href="https://www.internetmatters.org/advice/">https://www.internetmatters.org/advice/</a>	Local communities
<p>The use of social media for online radicalisation            A briefing note for schools on how terrorist groups such as Daesh use social media to encourage travel to Syria and Iraq.</p>	
<a href="https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation">https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation</a>	Head teachers, teachers, school safeguarding leads
<p>Promoting British Values            Departmental advice on promoting fundamental British values as part of pupils’ spiritual, moral, social and cultural (SMSC) development.</p>	

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<p><a href="https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc">https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc</a></p>	<p>Headteachers, teachers, school governors</p>
<p>Hosting speakers in schools Advice to schools on ensuring that the people they invite to speak, during and out-of-school hours, are suitable.</p>	
<p><a href="http://educateagainsthate.com/downloads/HostingSpeakersAdvice.pdf">http://educateagainsthate.com/downloads/HostingSpeakersAdvice.pdf</a></p>	<p>Headteachers, safeguarding leads, school governors</p>
<p>The Deliberative Classroom A project to support teachers to lead knowledge based discussions and debates on topical issues relating to fundamental British values, citizenship and equality.</p>	
<p><a href="https://www.teachingcitizenship.org.uk/deliberative-classroom-topical-debating-resources-and-teacher-guidance">https://www.teachingcitizenship.org.uk/deliberative-classroom-topical-debating-resources-and-teacher-guidance</a></p>	<p>Teachers</p>
<p><i>Local projects</i></p>	
<p>Lewisham Muslim Outreach (Women's) Programme – ACAA The ACAA delivers a series of workshops involving experts and academics to promote community dialogue on radicalisation amongst the community. The aim of the project is to offer a safe space to Muslim females of all backgrounds and to create community mentors who can lead workshops. Designed for women and girls of all ages.</p>	
<p><a href="http://www.acaawomensproject.co.uk/">http://www.acaawomensproject.co.uk/</a></p>	<p>Girls and women</p>
<p>Shadow Games Theatre Project - Second Wave This youth project is part of Second Wave's 'Prevent' outreach programme. It uses a drama based approach to tell the story of a teenage boy who is drawn into a world of extremism. He is influenced by an older man who encourages bloodshed and violence. The Shadow Games project is designed for the 14 -18 year old age-group but is also suitable for inter-generational audiences.</p>	

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<a href="http://www.secondwave.org.uk/about_us.html">http://www.secondwave.org.uk/about_us.html</a>	14-18 year olds
<p>Self-assessment checklist for schools This self-assessment tool is designed as a template for educational establishments in the London Borough of Lewisham to review their Prevent procedures and ensure that the establishment is doing its utmost to prevent children and young people from being drawn into terrorism.</p>	
Available from <a href="mailto:prevent@lewisham.gov.uk">prevent@lewisham.gov.uk</a>	Schools