Westminster City Council

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City of Westminster

WESTMINSTER PREVENT RESOURCES FOR EDUCATIONAL INSTITUTIONS

TRAINING				
Item	**Details**	**Audience**	**Delivered By**	**Timing**
PREVENT TRAINING (WRAP)	A Prevent training package has been developed based on the Workshop to Raise Awareness of Prevent, specifically for educational institutions in Westminster. This is a 1.5 hour workshop suitable for all staff and governors. Versions of this training have been produced for College, Secondary, Primary and Early Years settings. This training will help ensure that staff: • Have an understanding of the Prevent agenda and the role of schools within it. • See why some people are able to influence or manipulate others to commit crimes or terrorist acts • Develop their existing expertise and professional judgment to recognise individuals who may be vulnerable to radicalisation and to recognise when an individual might be in need of our help • Understand what help and support look like in this area • Understand how to make safeguarding referrals to 'Channel' Prevent's multi-agency safeguarding panel.	ALL STAFF	PREVENT TEAM	Single session 1.5 Hours

WORKSHOPS FOR STUDENTS

Item	Details	Audience	Delivered By	Timing
THINK! & SECOND THOUGHTS!	Young people are increasingly bombarded with messaging from family, friends and the media, which can leave them vulnerable to picking up stereotypes, misinformation and prejudicial views. Think! And Second Thoughts workshops are intended to allow young people to explore these in a safe space through small group activities and whole class discussions. Pupils complete workbooks throughout the sessions, these are marked and given back to pupils to keep. It has been recognised that concerns around extremism overlap with concerns around a range of other issues. In addition, some schools have reported feeling unsure of how to address extremism with their youngest pupils, in an age-appropriate manner. The workshops explore a number of topics related to extremism, without focusing exclusively on it. These include bias, stereotyping, and equality. Workshops explore what stereotypes are, and why they are dangerous, they ask young people to consider where information comes from and how their own opinions are formed. They help participants to recognise how information in the media and online may be biased or false and how easily divisions between groups can be created and develop into conflict. Sessions are delivered by external facilitators and each school that participates receives a bespoke evaluation report.	Think! Years 5-6 Second Thoughts Years 7-11	EXTERNAL PROVIDER	Single lesson lasting 2 hours Yrs. 9-11 Additional Follow up session of 1 hour
IDENTITY, BELONGING & EXTREMISM	The project consists of a small series of workshops that use media content in the form of short animations to engender and build resilience to extremist messaging. Through the themes of Identity, Belonging and Extremism, the package develops awareness of the risk posed by the online domain from extremist narratives and related content such as propaganda. Workshops are a combination of content viewing and group work to establish some key indicators as to what drives young people to make decisions about: • Identity in the online and offline worlds	Years 11-13 College students	EXTERNAL PROVIDER	TBC

	• The factors that influence identity formation • Making informed choices about information • The types of factors that affect choices about identity and belonging • What does the term 'extremism' mean to young people and how to they make a distinction between mainstream views and extremist • What do informed choices look like and what process needs to be undergone to arrive at them?			
MY BROTHERS AND SISTERS	This is a one-act play, which opens a small window into the lives of a Muslim family and their friends in modern Britain. The play was commissioned by City of Westminster College. The play depicts concerns about extremism and radicalisation but also considers domestic abuse in young relationships and child sexual exploitation. The play is a way of opening debate on the radicalisation of community members and invites the audience to empathise with the situations that characters find themselves in. The overall aim of the play and learning materials are to raise awareness of radicalisation and its impact upon the family and local community. The project also engages young people in discussion and activities which present an alternative course of action, and the consequences of inaction, and not sharing information we may be concerned about. There are teaching resources supplied for up to five sessions. Teaching / tutoring staff are asked to run at least two of the five supplied. Teaching activities: 1. Introduction and discussion based activity on themes and issues around radicalisation. 2. Social Media on trial – presenting oneself and staying safe online. 3. Consequences – making decisions and presenting alternatives. 4. 'To snake or not to snake': The consequences of knowing and not sharing. 5. A woman's place. Exploring female role models, how women can take care of themselves and how men can better support them.	Years 11-13 College students	EXTERNAL PROVIDER TEACHING STAFF (Teaching Resources)	1 hour performance Supplied for up to five sessions
'ZAK'	'Zak' is a simulation for young people focusing on the radicalisation process. The product has been developed by the University of Kent, Centre for Child Protection in conjunction with Kent Police	Years 9-13 College	PREVENT TEAM	Single lesson

		students		
	In this simulation, students have the opportunity to look at the timeline of the student's social network; to interact with his friends and contacts, see the content of the messages he has been posting, see which websites he's been visiting and hear the messages his friends are leaving for him - all in an immersive, interactive and modern way that the target audience of young people will recognise and immediately understand. The package is designed to: • Increase the awareness of young people around the process of radicalisation of individuals, particularly those who are involved in the transition from home to University. • Enable young people to identify and discuss factors/indicators of radicalisation in their peers. • Encourage young people to consider aspects of internet safety • Encourage self-reflection on their own & others behaviour. • Facilitate understanding regarding where and to whom young people should report their concerns on radicalisation and internet safety • Identify some of the procedures in place to support individuals in a pre-criminal space.			

TEACHING RESOURCES				
Item	**Details**	**Audience**	**Delivered By**	**Timing**
CRITICAL THINKING AND DIGITAL RESILENCE PROJECT	Consultation with teachers and students around the role of the internet demonstrated that young people are in need of support to assist them in becoming more discerning users of the internet and of social media. Concerns were expressed that young people can "*lack of skills to balance arguments with good, reliable and trustworthy information*" and that they have an "*inability to recognise bias and propaganda*". The Digital Resilience Project is a series of schemes of work which look at issues that were identified through consultation: Social Networking, Conspiracy theories, Source Verification, Modern Propaganda etc. These are interactive, cross-curricular and include short animated films and YouTube clips. They were developed in Waltham Forest and have been put forward as good practice. Schools will receive a set of 8 lesson plans. There is limited capacity within the Prevent Team to assist with the delivery of some or all of these lessons in a limited number of schools	Years 7-11	TEACHING STAFF	8 lessons
CHOICES: THEN AND NOW	'Choices' is a scheme of work and resources for students. It is cross-curricular and fits well into History, Citizenship, English and ICT programmes of study. The project was developed with the Peace Museum and uses the commemoration of the centenary of World War I as a starting point to explore choices (and their consequences) then and now; exploring days that changed the world, key events and significant figures. The comprehensive 100 page full colour booklet provides a scheme of work, differentiated mid-term plans and a range of mostly untold stories, to engage primary, secondary and post sixteen students. The accompanying CD ROM contains three stories and associated activities for Key Stage 1. choicesthenandnow.co.uk	Years 1-11	TEACHING STAFF	Flexible

	Schools will receive copies of the booklet, CD rom and access to the website resources. *There are a limited number of these resources left from last year.*			
RESPECT	The Respect Programme is an online resource that provides ready-made lesson plans on issues including citizenship, prejudices, extremism and staying safe online, The lessons aim to encourage young people to understand and respect others, develop critical thinking skills (especially in avoiding the dangers that prevail online), and to consider how to bring about change in a positive constructive way. More information on The Respect Programme can be found here: www.therespectprogramme.org.uk/ Schools will receive a login to access the website resources. If schools require teacher training to assist with delivery of the materials, they can arrange this directly (contact details will be provided).	Years 9-11	TEACHING STAFF	Flexible

MANAGEMENT RESOURCES				
Item	**Details**	**Audience**	**Delivered By**	**Timing**
SELF - ASSESSMENT CHECKLIST	The self-assessment checklist is designed to be a simple tool for a school's leadership team to use as a guide to ensure that all of the steps necessary for compliance with the Prevent Duty are completed.	SLT	PREVENT TEAM	N/A
PREVENT ACTION PLAN TEMPLATE	Under the new Prevent Duty, all specified bodies, including schools, colleges and universities are required, in the exercise of their functions, to have 'due regard for the need to prevent people being drawn into terrorism'. The legislation sets out that schools must assess the risk of children being drawn into terrorism, and that this assessment should be based on 'an understanding, shared with partners, of the potential risk in the local area'. It will be necessary for schools to develop an action plan outlining how identified risks will be addressed. A Prevent Action Plan Template has been developed to assist schools in doing so.	SLT	PREVENT TEAM	N/A
PREMISES POLICY	Several schools and colleges have expressed concern in relation to external speakers and organisations wishing to use their premises. A protocol is being developed in order to support schools and colleges in ensuring that external speakers comply with their institutions' values, code of conduct and safeguarding principles. The protocol aims to assist education settings in developing and improving their long term strategies against intolerance. Alongside this, some good practice advice around conducting 'due diligence' checks is available for those responsible for taking and managing bookings	SLT	PREVENT TEAM	N/A

If you feel you have a particular need which has not been identified above, we are happy to consider providing a tailored intervention that addresses your concerns or supports a particular opportunity that you have identified. Previously, these have included delivering assemblies and lessons in response specific issues.

Any queries, please contact: mchalmers@westminster.gov.uk or kmalik@westminster.gov.uk.