

Appendix 2 – Prevent Delivery in Lambeth Education Settings

1. Service delivery for Prevent in Education

This report sets out the outcomes from work undertaken in schools in relation to the Prevent Duty in Lambeth between September 2018 and August 2019. As set out in the Prevent Action Plan, Prevent delivery in Lambeth education settings aims to:

- Build young peoples' resilience to extremist and terrorist influences through our work with the borough's education settings.
- Support Lambeth education settings in delivering the Prevent duty and providing support to Lambeth education settings in understanding Prevent-related issues.
- Support the expectations set out by Ofsted and Keeping Children Safe in Education guidance and support the work of the Lambeth Education teams.

The Prevent team set out to deliver these aims by training teachers to recognise when a pupil is vulnerable to being radicalised and providing workshops to build the resilience of young people to radicalisation. It also aimed to ensure schools have embedded Prevent within their safeguarding policies and processes and assessed the risk of radicalisation to their pupils.

2. Key outputs

Training

- Across the year 44 education settings were trained, with 1,517* teachers receiving training. This figure does not include the additional bespoke training sessions delivered which are detailed below.

Projects

- "BRAVE" workshops delivered by ex-gang members from St Giles Trust and experts on radicalisation by Connect Futures to 6 Secondary schools in Lambeth.
- "Reveal Theatre" delivered ten workshops to Secondary schools which explored extreme narratives and misinformation using theatre techniques and games.

Bespoke workshops delivered by the Prevent Team

- 30 bespoke lessons were delivered across 6 Primary and Secondary schools by the Prevent team. These were designed and delivered according to specific needs and concerns raised by the setting and identified through their risk assessments.
- Primary school lessons focused on understanding identity, community, extremism and online resilience.
- Primary school assemblies were also delivered focusing on "celebrating difference."
- Secondary lessons focused on understanding fake news, misinformation and extremism.

*Sample size of 1303 used for data due to missing data sets

Advice and guidance

- 57 visits to schools to discuss Prevent delivery and help with Prevent checklist and risk assessments.
- 38 risk assessments and checklists were received.

Other engagement

Throughout the year, the Prevent Team designed a number of other initiatives to encourage Prevent engagement with schools in Lambeth. Headteachers were invited to a breakfast briefing on how to Prevent radicalisation through education. The feedback from the event was positive:

“Informative and thought-provoking, with takeaway actions”.

“It provided a platform in which to share and receive ideas on how we can prevent our pupils from all forms of radicalisation through a host of early interventions”.

“Extremely informative, with speakers who had knowledge, passion and drive”.

A number of new training programmes were also designed, including a session on techniques to raise and manage debates in the classroom and a workshop on how to integrate shared values into the school curriculum.

“Really helpful, good for the team in starting discussions. Will help to challenge extreme views”.

An in-depth training session specifically for designated safeguarding leads was also delivered to ensure those staff members understand their additional safeguarding duties.

“The entire presentation was extremely useful. Lydia presented it very effectively”.
“Really informative and enjoyable session”

Schools also received a quarterly Prevent newsletter which included details of workshops and training opportunities, as well as updates on the changing threat picture. A number of pages have been set up on the Lambeth School Services website for schools to access lesson plans, advice and opportunities throughout the year.

3. Key outcomes of training

Before each training session, teachers are given a feedback form to complete before and after the session. They are required to estimate their level of knowledge before and after the session, between ‘no understanding’, ‘poor understanding’, ‘fair understanding’, ‘good understanding’ or ‘excellent understanding’.

- a) How do you rate your understanding of the vulnerability factor which can lead to people being radicalised?**
- b) How do you rate your understanding of how to notice concerns where someone may be vulnerable to radicalisation in your day-to-day job?**
- c) How do you rate your understanding of how to share concerns about people vulnerable to radicalisation within your day-to-day job.**

Key findings:

- Across all three questions 95-100% of those who started with no or poor understanding improved by one or more grades by the end of the training.
- 88-90% of all teachers left the Prevent training with good or excellent knowledge across all three knowledge questions.
- 90% of teachers said that their understanding of vulnerability factors that can lead to radicalisation was either good or excellent after the training session.
- 88% of teachers said that their understanding of how to notice concerns when someone might be vulnerable to radicalisation was either good or excellent after the training session.
- 90% of teachers said their understanding of how to share concerns about people who are vulnerable to radicalisation was either good or excellent after the training session.

Training and referrals

There is a positive correlation between teachers being Prevent trained and the number of referrals received by the Prevent team.

Value added measured by starting knowledge

Vulnerabilities

- Of those who started with no or poor understanding of vulnerability factors, 100% increased by one or more grades.
- Of those who started with fair or good understanding of vulnerability, 61% increased by one or more grades.

Recognising signs

- Of those who started with no or poor understanding of how to recognise signs, 100% increased by one or more grades.
- Of those who started with fair or good understanding of how to recognise signs, 62% increased by one or more grades.

Making a referral

- Of those who started with no or poor understanding of how to make referrals, 95% increased by one or more grades.
- Of those who started with fair or good understanding of how to make referrals, 56% increased by one or more grades.

General value

- 61% of applicants said their understanding of vulnerability factors that can lead to radicalisation increased by one or more grades.
- 64% of applicants said their understanding of how to notice concerns when someone might be vulnerable to radicalisation increased by one or more grades.
- 52% of applicants said their understanding of how to share concerns about people who are vulnerable to radicalisation increased by one or more grades.

4. Qualitative feedback

121 teachers left comments on their feedback forms (10% of participants). Of the 121 who left comments, 98 were positive (80%).

Most common words used in the comment section of the feedback forms were “informative”, (21% of comments included this word) “helpful” (9%) “relevant” (9%) and “interesting”, (9%).

“I believe that this course has provided useful information but it's a subject that does need more focus more often due the current situation in the community and up to date information and resources can be extremely useful”.

“Thank you very informative and taking awareness well away from stereotypes”.

“This was a useful and informative discussion, well delivered and discussion was facilitated and delivered with skill. Thank you!”

Most negative comments were made in relation to the Home Office videos used, which some teachers felt encouraged stereotypes: ***“The video "case studies" seem to focus on families from "broken families". A more diverse set of scenarios might be useful”.***

There were also requests for more specific case studies to different settings and across different types of extremism. The training includes two videos; one Islamist and one Far Right.

One teacher who was trained went on to become a Prevent Education Officer for Newham, stating in her interview that she was inspired to do so by the training session.

5. Lessons learned and aims for future delivery

The training for 2019/2020 will incorporate local case studies from different setting types to ensure the examples are relevant and bespoke to each setting. Including local case studies also ensures that stereotypes are not encouraged, as the material is based on real events.

Scanning, inputting and analysing data for training is time consuming and it is suggested that future evaluation could be automated using an online form.

A number of schools have requested “top-up” training to ensure staff remain vigilant in their Prevent duties. In order to sustain the continued demand from schools there will be central training sessions arranged for new teachers to attend further training.

Training in 2019/2020 will continue to reflect the changing threat picture of terrorism and a series of lectures on specific key areas will be offered for those whose knowledge is already high. For example, a workshop on how the Far Right use humour online to radicalise young people will be developed for parents, pupils and teachers.