



Staffordshire Children's Trust
Working together to improve the lives of children and young people

Building a Resilient Community within Staffordshire

October 2010

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Executive Summary

In June 2008 the Government published guidance to local partners on preventing violent extremism that emphasised the importance of working with children and young people and encouraged local partnerships to engage with schools and colleges. Staffordshire Children's Trust Board has produced this local plan to supplement that guidance.

Our plan seeks to:

- raise awareness amongst partner agencies, including schools of the threat from violent extremist groups and the risks for young people
- provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where schools and other partners can go to get additional information and advice
- help schools understand the positive contribution they can make to empowering young people to create communities that are more resilient to extremism, and protecting the wellbeing of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity
- provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on our communities, including the school community
- The purpose throughout is to support the confidence and capacity of staff and to encourage local partnership working.

This document contains advice for schools (Section 4) and a detailed action plan (Section 5) for partner agencies which will be implemented via a Prevent Project Team progress monitored and the plan reviewed on an annual basis.

1 Introduction

Our communities, including schools and colleges, have an important contribution to make and need to be included in local partnership working on the prevention of violent extremism. Young people also are also keen for opportunities to discuss and debate issues around extremism and what it means for them.

The Government has developed a counter terrorism strategy called CONTEST, of which one of the 4 components entitled 'PREVENT' relates to stopping people becoming terrorists or supporting violent extremism. The Prevent Strategy was published in June 2008.

The Prevent strategy depends upon collaborative and coordinated regional and local delivery, through local authorities, the police and those working with young people (such as schools, youth services and the third sector) all working together both in existing and new delivery structures. Community engagement and the sustained involvement of local communities, empowered and resourced to deliver local solutions to local challenges is also vital.

Education can be a powerful weapon against this, equipping all young people with the knowledge and skills to think for themselves, challenge and debate. It will also give young people the opportunity to learn about different cultures and faiths, building mutual trust and respect.

In October 2008, the Department for Children, Schools and Families (DCSF) published a toolkit to help schools contribute to the prevention of violent extremism. The toolkit takes the form of guidelines and suggestion about how schools can work with partner organisations in their local area to complement work within local authorities and police to encounter violent extremism.

The government recognises the potential vulnerability of school pupils (of all ages) to violent extremism propaganda and also the huge positive influence schools can be in the lives of individual pupils and the communities that are served by the school. The toolkit is intended as guidance and does not seek to impose any new requirements on schools. However, schools may need to re-focus work already undertaken around community cohesion to ensure that this new theme of preventing violent extremism is incorporated and may need to strengthen relationships with external partners.

The DCSF toolkit is aimed at schools managers and officers, including head teachers, governors, senior teaching and management staff and classroom teachers. It is split into two sections. The first 'understanding the issues' addresses the need for schools:

- to understand the nature of the threats (at a local and national level)
- to be aware of the activities happening locally and nationally to prevent violent extremism
- to understand how the experiences faced by some pupils, families and communities may contribute to the process of radicalisation and support for extreme violence

The second section 'practical advice for schools' outlines areas of work where schools and local authorities will need to work together to support pupils and manage risks.

A copy of the toolkit can be found at: <http://www.dcsf.gov.uk/violentextremism/toolkitforschools/index.shtml> with further information available on the teachernet webpage: <http://www.teachernet.gov.uk/wholeschool/violentextremism/>

Appendix 4 and 5 provide a list of useful website and documents.

The expected outcomes of the use of the DSCF toolkit will be:

- a heightened awareness of the risk around violent extremism within schools and other local partners working with children and young people
- increasing young people's confidence about understanding that they can make a positive contribution to society without resorting to violence
- schools, partner agencies and community groups are aware of the referral process if concerns are raised.

2 Local Context

With an estimated population of 823,000 people, Staffordshire has the 8th largest population of the shire counties in England and the largest of the shire counties in the West Midlands. Some 2.4% of the county's population is from black and minority ethnic (BME) communities, which is a relatively low figure compared to the England average of 9.1%. Staffordshire has also experienced a marked increase in migrants, particularly from Eastern Europe. The changes to our population will be most extreme in the projected decreases in the younger age groups and significant increases in the older age groups.

Staffordshire is predominantly rural, with 75% of land being classified as such; however three quarters of our population live in the urban centres. Despite the many centres, there is no one single dominant town. This diverse range of towns each has their own character, people and heritage.

Staffordshire has strong and important links with neighbouring authorities, in the north of the county with Stoke-on-Trent City Council, Cheshire and the North West, Derbyshire and the East Midlands, Shropshire and Telford and the West Midlands conurbation. Staffordshire's strategic location at the heart of the country makes it a natural cross roads for a number of key transport routes including the M6, M54 and M42 motorways and the M6 Toll Road. Staffordshire's communication links are completed by the Birmingham to East Midlands and West Coast Mainline rail routes.

Each of the eight districts has its own unique character, its own strengths and its own challenges:

- **Cannock Chase** has a unique mix of urban developments, expanses of brown field post industrial sites, green belt and an Area of Outstanding Natural Beauty at its heart. The late twentieth century witnessed wide ranging changes in the industrial and economic composition of the district, particularly with the decline of the mining industry. In subsequent years Cannock Chase district has seen substantial investment in the local infrastructure and the development of a broad base of new employers across sectors such as high-technology, heavy industry, distribution, services and retail.
- **East Staffordshire** incorporates a large rural hinterland, as well as the town of Burton upon Trent, which is a significant service hub and renowned national centre for the brewing industry. Burton upon Trent is also home to the most significant community of people from black and minority ethnic groups in the county.
- **Lichfield** district is located in the south of the county, adjacent to the population centres of the West Midlands conurbation with whom its economy is intertwined through strong rail and road communications, most notably the M6 Toll, A38 and the West Coast

Main Line. The quality of the physical environment and low crime rates make Lichfield District an attractive place to live and consequently house prices are high and affordable housing is in short supply. The district is relatively affluent, but has a number of urban and rural settlements where levels of deprivation are significant at a national level.

- **Newcastle under Lyme** is a district of contrasts; with the east of borough dominated by an urban core whilst in the west it is a predominantly rural area. The district is characterised by significant variations in the level of employment, health, economic wellbeing, housing and overall living standards. The borough has areas of considerable affluence, but also has three wards that have pockets of deprivation that fall into the 10 per cent most deprived in the country.
- **South Staffordshire** has strong links with the West Midlands conurbation, particularly with Wolverhampton, but also lies within the West Midlands Green Belt. In South Staffordshire there is no single dominant settlement and its uniqueness is its claim to be a “community of communities”. South Staffordshire has the fastest growing ageing population in England.
- **Staffordshire Moorlands** is a district made up of rural and urban communities mainly based in the three market towns and a series of other settlements along the border with Stoke on Trent. A third of the district lies inside the Peak Park and the area has a number of links with Derbyshire as well as with the city of Stoke on Trent.
- **Stafford** borough is located in the heart of Staffordshire and benefits from being at the centre of a number of communications networks. Although it is influenced by these networks the natural environment within the district is highly valued, with two national nature reserves and numerous sites of biological importance, sites of special scientific interest and a series of new local nature reserves.
- **Tamworth** is Staffordshire’s truly urban borough, with strong links to Birmingham from which it has absorbed a large amount of the population. It is estimated that around 50% of the adult population out-commute each day.

Staffordshire has a diverse population with a rich culture which adds character to the County. The school demographics in 2009 are illustrated in the tables in Appendix 1.

3 Roles of Local Agencies and Partners

Building a resilient community within Staffordshire involves many partners within the community as well as the community itself. Schools are a key partner in ensuring young people have an understanding that they can make a positive contribution to society without resorting to violence. This is further expanded on in Section 4.

Staffordshire Police have a key part to play in supporting the referring agency when concerns are raised and with the support from Children's Trust partner agencies will work with schools, voluntary sector, community leaders, community groups, families, young people, to resolve any conflict at a local level.

Community leaders and community groups have a vital role in supporting young people outside school hours. They can work alongside schools in providing support for young people to contribute positively in the community.

Through working with our partners agencies, community groups and schools we will gain a better understanding of local issues, share knowledge about support and develop interventions to prevent violent extremism in all its forms. A list of key contacts for schools can be found in Appendix 2.

Strong communication links with between key professionals and the local community is key to ensuring community cohesion within Staffordshire. Working across the partnership, Staffordshire will be developing an assessment / intervention framework that will guide professionals and organisations on how to report, to whom to report and at what stage to report any concerns. The referral process can be found in Appendix 3.

3.1 What is Staffordshire currently doing?

Through the implementation of this plan Staffordshire Children's Trust aims to:

- challenge the ideology behind violent extremism and support mainstream voices.
- disrupt those who promote violent extremism.
- support individuals who are at increased risk of radicalisation attempts, and individuals already being groomed for radicalisation by violent extremists.
- increase the resilience of communities to violent extremism.

- address the grievances which ideologues are exploiting.
- support schools and settings in their delivery of education to our children and young people.

Staffordshire Young People's Service (SYPS) has re-shaped young people's services to allow support to be more responsive to needs. The Service aims **to put Staffordshire's young people on the path to success by enhancing and transforming their life chances** by:

- Engaging more young people to participate in positive activities and empower them to shape the services they receive
- Encouraging more young people to volunteer and become involved in their communities
- Providing better information, advice and guidance to young people to help them make informed choices about their lives
- Providing better and more personalised intensive support for each young person who has serious problems or gets into trouble

Relevant SYPS staff have taken part in the Workshop to Raise Awareness of Prevent (WRAP) (which is to become mandatory for all SYPS staff, prioritising Targeted Youth Support and the Youth Offending Service), along with other partners across the County.

Staffordshire's Community and Learning Partnerships (C&LP's) will support the PREVENT agenda by promoting it through their links with extended school provision and wider multi-agency partners. C&LP's will ensure that training is provided to support extended service delivery within schools and that multi-agency partners are conversant with the toolkit and that their activities actively promote equality.

Staffordshire Police deliver awareness training to Head teachers on CONTEST; the Head teachers then disseminate this information to the rest of the staff within the school. PCSO's are actively encouraged to go into schools behind the CONTEST awareness training to engage with the pupils.

Staffordshire Police are engaged in the roll out of ACT NOW which is an interactive community terrorism exercise that gives community groups, school children, students and community leaders the chance to examine the kinds of decisions made by the police in a terrorist incident. Championed by Lancashire Constabulary it is designed to stimulate a lively and informative discussion. Participants are thrust into the fictitious town of Sandford where they are faced with a table top/DVD terrorist incident that is about to or has already taken place. Participants are then asked to make decisions as to how the incident is investigated, how to deal with community members, the media and the families of those who may be arrested along the way. The initiative is the first of its kind nationally and has already proved popular with young people and community groups. ACT NOW is delivered at no cost to the school other than providing a room for the 2-3 hour session.

ACT NOW has been delivered to 5,000 young people and continues on a rolling programme. The next phase of ACT NOW will focus on Far Right extremism, which is due to be piloted in Tamworth and Cannock. The possibility of extending the delivery of ACT NOW through SCC is being explored.

To date ACT NOW has been evaluated by Staffordshire Police with the headline report findings being:

- 92% were satisfied with the delivery
- 80+% agreed that the delivery was in line with the intended outcomes of the exercise

Silent Anger has also been developed with GW Theatre Company and has been running for 6 months. This theatre production explores the issues of extremism with young people. This runs alongside the ACT NOW and Things Do Change resources within schools.

Staffordshire Children's Trust recognises that Stoke-on-Trent is covered by a different authority but also acknowledge that young people living or attending school in Stoke-on-Trent may have access to cross-border services from both authorities. Staffordshire Police are working with GW Theatre Company on Silent Anger in schools in Stoke-on-Trent.

'Things Do Change' is a fully resourced training programme that aims to prevent violent extremism amongst young people and encourage tolerance and community cohesion. Staffordshire Police are disseminating the toolkit to the community including schools.

School Help Advice Reporting Page or SHARP is an online tool being piloted in 3 schools across the county for 1 year, with a view to promote this to other schools. Linked to Staffordshire Police this enables children and young people to confidentially (and anonymously if they wish) report any issues they have identified within their school, linked to extremism or even bullying.

Staffordshire Police have developed a local "Channel Project" and a Channel Co-ordinator is in post. The Channel Project is there to ensure individuals identified as vulnerable to violent extremism are referred to and assessed by the relevant multi-agency panel which decides on the most appropriate action or intervention required. It contributes to Objective 3 of the Prevent Strategy: *"Supporting vulnerable individuals who are being targeted and recruited to the cause of violent extremism"*. The Channel Referral mechanism has been developed and communicated, with key agencies aware of process. Further work on detailed risk assessment process is being carried out by Mark Blandford in consultation with regional police/NOMS colleagues. Channel is not a replacement for Common Assessment Framework (CAF) but will be designed to support CAF.

Staffordshire Police received the necessary Home Office training required to deliver the Workshops to Raise Awareness of Prevent (WRAP) in summer 2010. Since July 2010 approximately 160 individuals have received delivery of WRAP sessions through Staffordshire Police including:

- Staffordshire County Council (SCC)
- Fire and Rescue Service
- NHS (Hospitals and Ambulance Crews)
- Education (HE and Universities)
- Social Services
- POPO Teams

More WRAP delivery is planned in 2010-11 with the aim of delivering to all statutory and voluntary partners by the end of 2010 (Including LA, HM Prison Service, Fire and Rescue Service, Probation etc). WRAP will be refreshed for 2011 with a focus on community settings. SCC is also developing the capacity to deliver WRAP alongside Staffordshire Police.

Staffordshire Police are to facilitate a 'Dragon's Den' style approach for schools who wish to set up community led projects in line with the local Prevent agenda. The ideas for projects will be 'sold' to a panel who will decide which are the most innovative who will receive financial and resource support from Education Prevent Funding/Staffordshire Police. The possibility of developing this further and extending the life of this project with joint funding from the LA is currently being explored.

With regard to identifying, analysing and assessing radicalising activities of extremist groups and their access to young people, Staffordshire Police are currently looking at the methodologies to share information with schools and partners in a secure manner. Staffordshire Police are aware of radicalisers in the county. As other individuals may become part of this process Children's Trust Partners' Staff and the community should be aware of process of how to highlight their concerns.

Special Branch is currently investigating a number of extremist groups and individuals and that information informs the Counter Terrorism Local Profiles (CTLP's). The success of the Prevent strategy will also require the co-ordinated contribution of 'ground level' information from other partners who have the direct contact with young and vulnerable persons.

Safer Schools Partnerships (SSPs) are a formal arrangement between schools or a partnership of schools, key partners and the police work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in schools and local communities. SSP's help to keep pupils safe, reduce the risk of young people getting drawn into crime, anti-social or extremist behaviour, improve the safety of the school site and surrounding area, build positive relations between pupils, parents, schools, partners and the police, promote shared values and improve community relations generally within the school and wider community. SSPs are in the process of being offered to all schools across the county. All Borough and District Authorities are helping to promote SSP's in schools. SSPs can support programmes that currently exist, for example:

- SSP officers can assist with the ACT NOW programme, providing professional guidance and input, in relation to decision-making processes within the police, when dealing with terrorist incidents.
- SSP officers can support the school with the self-evaluation process, and assist with the implementation of the practical steps outlined in the PVE toolkit.
- SSP's will ensure that a nominated officer does attend the school on a regular basis.

Staffordshire Criminal Justice Board is, through early multi-agency co-ordinated intervention, working with children and young people who are at risk of offending. This is crucial in turning them away from more serious crime and from becoming potential victims themselves.

All schools and educational settings must have a Named Person with Safeguarding Responsibilities. In Schools these are known as Designated and Deputy Designated Child Protection Teachers, One responsibility of the Designated Person is to produce annual reports for governors detailing staff training undertaken, policies developed and referrals made where children and young people are identified as at risk. Their role is to ensure that the school has effective policies and procedures, that staff are adequately trained and that there are adequate resources in school to meet the responsibilities.

The "*Promotion of Inclusion and Well Being*" is one of Education Transformation's priorities as there is a recognition that pupil self confidence, social skills and resilience do not just underpin academic achievement.

Education Transformation has the Minority Ethnic Achievement Service (MEAS) which aims to help schools:

- support the inclusion of minority ethnic pupils, including new arrivals
- promote diversity

- prevent racism
- monitor racial incidents within schools

Community Resilience Teams are updated on new arrivals to Staffordshire and have a demographic picture for the county. There are currently no targeted concerns over individuals entering the county. This monitoring is ongoing work as a steady stream of new arrivals is received. Guidance for schools is placed online and a link sent through the school bag.

Education Transformation also has a senior advisor that provides practical advice to schools to support the teaching of Citizenship in Secondary schools and improve pupil performance in achieving the aims of the national curriculum. Further information on the national guidance on citizenship can be found at: http://curriculum.qca.org.uk/uploads/QCA-07-3329-pCitizenship3_tcm8-396.pdf?return=/key-stages-3-and-4/subjects/citizenship/keystage3/index.aspx%3Freturn%3D/key-stages-3-and-4/subjects/index.aspx

Schools are able to access the “Watch Over Me” DVD series produced by MissDorothy.com which is a classroom tool for use in secondary schools to stimulate discussion and help young people to deal with a range of different issues and risks they may confront in their lives, including extremism. The resources are available free for all schools, further information can be found by contacting: office@thekidstaskforce.com.

The Children and Young People’s Personal Development and Well Being Team sits within Education Transformation and consists of the Healthy Schools Team, the Personal, Social, Health and Economic Education (PSHEE) Advisory Team, Study Support, Secondary Behaviour and Attendance Strategy Consultants and the Life Education Centre. The overall aim is to provide effective support for schools and settings so that there is high quality provision for all learners in relation to helping children achieve more. It offers appropriate professional development support for schools and their communities so that they can identify and create partnerships which provide the necessary frameworks which enable young people to develop the skills required to make the most of life’s opportunities:

- Successful learners who make progress and achieve
- Confident individuals who are able to live a safe and fulfilling life
- Responsible citizens who make a positive contribution to society.

The Elective Home Education Co-ordinator for Staffordshire will also be trained to ensure those children educated outside of school environment receive the appropriate support.

As part of Staffordshire County Councils wider commitment to e-safety throughout the community, all publicly available computers, including those in Library and Information Services and Youth Centres, are being equipped with Securus monitoring software. The solution, which has been implemented in Staffordshire schools, presents users with an Acceptable Use Policy and monitors for inappropriate activity, logging incidents of concern or potential risk. In conjunction with Staffordshire Police the solution will identify radicalisation attempts and those individuals already being groomed for radicalisation by violent extremists. The purpose of this initiative is to protect people who are using our computers from most forms of cyber harm and identify those who may be using them for improper purposes, thus creating a safer environment for all.

Library and Information Services will be implementing PC monitoring to assist with e-safety and the Schools' Library Service are also supporting schools by loaning a selection of books and resources on diversity covering the broad issues from immigration to religion and including positive and inclusive representations in both fact and fiction. These are available to support teachers in delivering all areas of the curriculum and help to support the building of inclusive communities and positive citizenship.

The Difference and Diversity Project is being delivered in 23 Primary Schools in Burton and Tamworth. A Newcastle/ Staffordshire Moorlands roll out begins in January 2011

Staffordshire County Council produces a Community Tension Monitoring Report on a monthly basis. The eight Community Safety Partnerships within the District and Borough Councils are supplied with a Community Tension Monitoring Template each month. The details and the information surrounding specific incidents are outlined, along with any action that has been taken in order to address certain problems within a community. The Community Safety Partnerships are also asked to rate the level of risk as either 'high', 'medium' or 'low'. By taking these ratings into account it is then possible to establish an average countywide level of risk. The information contained within the report is then supplied to the Department for Communities and Local Government (DCLG). This information is then used by the Cohesion and Faiths Unit at DCLG to build a picture of tension levels across the country, as well as identifying any hotspots or trends between and within regions. Staffordshire County Council, schools and other settings can also inform the community tension monitoring. Alongside this Report it is important that tension monitoring and incidents of concern are highlighted in real time, through normal reporting mechanisms and contact with Community Resilience Teams where appropriate.

The effectiveness of Prevent related work will be judged against four criteria:

- Understanding of, and engagement with, Muslim communities
- Knowledge and understanding of the drivers and causes of violent extremism and the Prevent objectives
- Development of a risk-based PVE action plan, in support of the delivery of the Prevent objectives

- Effective oversight, delivery and evaluation of projects and actions

Reporting will take place at District and Borough level as there are clear links between activities associated with PVE and other Indicators, for example those relating to violent and acquisitive crime and to anti-social behaviour. Staffordshire Police, District and Borough Crime and Disorder Partnerships and SYPS Targeted Youth Support Teams will work together on issues concerning all forms of extremism and encourage engagement with local community organisations.

Local delivery of the Prevent agenda will be promoted by Children's Trust Partners through the Staffordshire Community Games-bringing communities together to take part in sporting and cultural activities inspired by, and in celebration of, the London 2012 Olympic and Paralympic Games. These will be taking place throughout the county leading up to the Olympics in 2012.

Staffordshire County Council will listen to parents and young people to ensure children and parent's views affect service design and delivery.

Multi-agency Forums

Chase Against Crimes of Hate (CACH)

Chase Against Crimes of Hate (CACH) is a multi agency forum formed in 2001 in response to the then ACPO hate crime policy, which set out clear recommendations that had been identified as best practices, emanating as a result of the Stephen Lawrence enquiry.

The coordination of the CACH forum was undertaken from within Staffordshire Police Chase division by the hate crime officer and brought together over 40 agencies to work together as one multi agency forum to look at the strategic overview of hate crime and identify best practices emanating from within each of the agencies. The forum now employs a part-time administrator and is currently reviewing its strategies and planning positive actions to support the agencies involved and the wider community.

The geographical limitations of CACH are Chase Division comprising of Stafford Borough, Cannock Chase District & South Staffordshire council areas.

Its members currently include the following: Staffordshire Police (Chase Division), Staffordshire Fire & Rescue, Stafford Borough Council, South Staffordshire Council, Cannock Chase District Council, Disability Solutions, South & East Staffs LGBT network, HMP & YOI Drake Hall, Shades, HMP Stafford, EMAU, William Sutton Housing ASS, Staffordshire Probation Service, Her Majesty's Courts Service, Staffordshire County Council, Health Net, Connexions, Accord Housing, Victim Support, Stafford & Stone CAB, South Western PCT.

East Staffordshire Racial Equality Council (ESREC)

East Staffordshire Racial Equality Council (ESREC) is a voluntary organisation working towards the elimination of racial discrimination through the promotion of equal opportunities and good relations, between people of different racial groups.

ESREC is working in partnership with The Commission for Racial Equality, East Staffordshire Borough Council, Staffordshire Police, Staffordshire Probation Service, Crown Prosecution Service, Tamworth Borough Council, Lichfield District Council, Queen's Hospital NHS Trust and Burton College. ESREC is a registered charity providing a service to all people in East Staffordshire, Tamworth, Lichfield and the South Derbyshire travel to work area, working in partnership to eliminate inequalities and bring communities together. We also support victims of hate crimes/ incidents.

Partnership Approach to Racial Incidents in North Staffordshire (PARINS)

PARINS was formally established in 1999 as a result of collaboration between the North Staffordshire Racial Equality Council and Stoke-on-Trent's Citizen's Advice Bureau. Responding to reports of racial harassment, a picture emerged of the inadequacy of provision to respond to the victims of racist incidents. Following discussion with Staffordshire Police, a partnership involving statutory and voluntary sector was initiated at the end of 1997.

4 The Schools' Role in Supporting Pupils

The DCSF Learning Together to be Safe Toolkit provides advice to schools on actions that will help prevent violent extremism. These are outlined below with suggestions for practical steps bullet pointed so that schools can begin to address how to implement them and develop a structure for auditing their delivery. This will form part of the Self Evaluation process.

4.1 Leadership and Values

In preventing violent extremism schools are advised to do the following:

Uphold a clear ethos which:	DCSF's advice to schools	Practical Suggestions
(1) is based on the promotion of human rights, equalities and freedoms under the law	<ul style="list-style-type: none"> • create an explicit value statements that are inclusive of all students • review curriculum and pupil participation and support processes 	<ul style="list-style-type: none"> • Review the school policy and mission statement • Audit the provision for pupil voice including the school council
(2) promotes critical scholarship and informed moral purpose in engaging pupils with local, national and international issues and grievances	<ul style="list-style-type: none"> • develop critical personal thinking skills and use curriculum opportunities including small group work 	<ul style="list-style-type: none"> • Encourage staff to enable students to work together in groups that constantly vary • Review the curriculum to ensure that national and international issues are covered
(3) recognises and meets the social and emotional learning needs of pupils and staff	<ul style="list-style-type: none"> • implement social and emotional aspects of learning 	<ul style="list-style-type: none"> • Engage in SEAL • Ensure workforce training and CPD is targeted appropriately with this in mind

Uphold a clear ethos which:	DCSF's advice to schools	Practical Suggestions
(4) promotes a shared culture of openness and pluralism in the school and with the wider community, regardless of the specific status, location or faith affiliation of the school	<ul style="list-style-type: none"> • explore and promote diversity and shared values between and within communities • challenging Islamophobia, anti-Semitism and other prejudices 	<ul style="list-style-type: none"> • Engage in dialogue with a variety of community groups • Directly challenge prejudice through assemblies as well as inclusive curriculum topics • Engage in training on delivering controversial issues provided by the Education Transformation inclusion team.
(5) promotes a strong sense of belonging, shared community care and responsibility for others	<ul style="list-style-type: none"> • focusing support on those at risk of being isolated • building ties with all local communities, seeking opportunities for linking with other schools 	<ul style="list-style-type: none"> • Identify those who are vulnerable and allocate staff to monitor them • Allocate responsibility for school linking and incorporate into the School Action Plan
(6) challenges any behaviours which harm the ability of individuals and groups to work together and models ways to recognise grievance and repair harm	<ul style="list-style-type: none"> • using 'Safe to learn' anti-bullying strategies to minimise hate and prejudice based bullying • using restorative approaches to repair harm caused 	<ul style="list-style-type: none"> • Review the School Anti Bullying policy every year in line with Local Authority advice • Ensure all discriminatory incidents are dealt with appropriately as and when they happen, and report them to the Local Authority. • Ensure staff are appropriately trained to effectively challenge any behaviour which harm others.

Uphold a clear ethos which:	DCSF's advice to schools	Practical Suggestions
<p><i>Key School Action</i></p> <p><i>Evaluate the evidence which would demonstrate to pupils, staff and the community the school's commitment to these principles.</i></p>		

Promote the core values of a democratic society and model the processes by:	DCSF's advice to schools	Practical Suggestions
(1) upholding the rights to equality under the law by having due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations in relation to all relevant protected characteristics.	<ul style="list-style-type: none"> include clear statements in the induction of pupils, staff, governors and in the curriculum follow the UNICEF Rights Respecting Schools approach 	<ul style="list-style-type: none"> Review school policy and discuss with governors and staff. Guidance is available on the C&LL intranet page. Issue to staff and discuss implications
(2) promoting the use of due processes to resolve disagreement and to protect the vulnerable	<ul style="list-style-type: none"> ensure fair processes which protect those harmed or affected 	<ul style="list-style-type: none"> Ensure that referral processes and rules are explained and understood by pupils. Display significant policies in classrooms
(3) modelling participatory and representative democracy by engaging and examining views expressed	<ul style="list-style-type: none"> model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence 	<ul style="list-style-type: none"> Establish an effective school council and forums for pupil voice that can be clearly identified in school by staff and pupils
(4) modelling positive problem solving	<ul style="list-style-type: none"> promote active citizenship to model how perceived injustice can be peacefully challenged develop restorative approaches to resolve personal conflicts and so repair harm caused 	<ul style="list-style-type: none"> Develop opportunities for active citizenship within the curriculum that focus on challenging injustice
<p>Key School Action</p> <p><i>Review the policies and practice for pupils and staff which encompass democratic values</i></p>		

Promote the core values of a democratic society and model the processes by:	DCSF's advice to schools	Practical Suggestions

Build staff understanding of their roles and confidence in their skills:	Possible School Actions	Practical suggestions
(1) to build staff awareness of local issues	<ul style="list-style-type: none"> review routines for briefing and engaging staff and governors on local issues 	<ul style="list-style-type: none"> Brief staff regularly on local issues by newsletter, website or oral briefing
(2) to provide the safe place for discussion which can deal with grievances	<ul style="list-style-type: none"> develop teaching skills for dealing with controversial Issues provide opportunities for small group supported discussion 	<ul style="list-style-type: none"> Engage in LA training on teaching controversial issues Translate into classroom activities
(3) to promote the wellbeing of pupils including when vulnerable to group pressures linked to violent extremism	<ul style="list-style-type: none"> raise awareness amongst staff of pupil support processes enforce safe behaviours in the use of the internet 	<ul style="list-style-type: none"> Make sure that all staff are briefed and understand the support mechanisms available within the school Implement e-safety policies and train all staff.
(4) to play relevant roles in targeted and specialist provision	<ul style="list-style-type: none"> ensure relevant staff are engaged in linking with local provision 	<ul style="list-style-type: none"> Ensure that direct personal contact is established with the local police force
(5) in responding to events which affect the school, pupils or local communities	<ul style="list-style-type: none"> promote opportunities for informed discussion direct pupils and staff to sources of help 	<ul style="list-style-type: none"> Identify topical events that affect school directly and allow pupils to discuss them openly

Build staff understanding of their roles and confidence in their skills:	Possible School Actions	Practical suggestions
<p>Key School Action</p> <p><i>Review professional development needs for staff to build capacity for preventing violent extremism.</i></p>		

Deepen engagement with the communities the school serves by:	Possible School Actions	Practical suggestions
(1) openness to hearing and understanding tensions within the communities served by the school	<ul style="list-style-type: none"> • promote ways for pupils, staff, parents and others to channel concerns to those who can help 	<ul style="list-style-type: none"> • Establish a clear protocol so that concerns are reported directly to the head teacher
(2) being an active partner in community leadership (with other school leaders, statutory agencies and with community groups)	<ul style="list-style-type: none"> • review how the school and local authority partners are engaged in support for different communities • develop links with local faith communities and supplementary schools • understand how pupils from all communities can access extended school provision 	<ul style="list-style-type: none"> • Contact the Ethnic Minorities Achievement Unit to develop practical local links • Encourage links with the faith communities as part of the curriculum
(3) encouraging pupils as citizens to support the vulnerable and to use democratic and lawful vehicles for protest	<ul style="list-style-type: none"> • model how pupils can express their views for example on media coverage of local or national issues, or through involvement with local decision making processes 	<ul style="list-style-type: none"> • Use established web links to M.P.s and councillors within the citizenship curriculum
(4) respectful engagement with families and community groups which also,	<ul style="list-style-type: none"> • develop school and school partnership 	<ul style="list-style-type: none"> • State clearly what the school values

Deepen engagement with the communities the school serves by:	Possible School Actions	Practical suggestions
when necessary, challenges unacceptable views and models ways to solve problems	understanding of community issues and finding respectful ways to promote school values to local communities	<p>are to all community groups and parents via websites and newsletters.</p> <ul style="list-style-type: none"> • Enable community groups to clarify these via direct communication with the school. • Contact the Minority Ethnic Achievement Service (MEAS) to become engaged with mini family learning scheme
<p><i>Key School Action</i></p> <p><i>Evaluate and develop processes for community engagement by the school – especially with communities that may be vulnerable because of prejudice or where there are communication barriers.</i></p>		

4.2 Teaching, Learning and the Curriculum

This section provides support to schools on how they can contribute to preventing violent extremism through:

- a **curriculum** which is adapted to recognise local needs, challenge extremist narratives and promote human rights
- **teaching and learning strategies** which explore controversial issues in a way which promotes critical analysis and pro-social values
- the use of **external programmes or groups** to support learning while ensuring that the input supports the school goals and values

DCSF Guidance	Key School Action	Practical Suggestions
Curriculum		
<p>Schools are advised to follow the National curriculum with regard to the delivery of the core aims, in order to produce pupils who are:</p> <ul style="list-style-type: none"> • responsible citizens • confident individuals • successful learners 	<ul style="list-style-type: none"> • Examine the role of religious education (RE), citizenship and history as they will be particularly critical in developing a stronger shared understanding of and respect for culture, belief and heritage, across all communities and dealing explicitly with aspects of violent extremist narratives. Opportunities to challenge myths and to discuss issues related to violent extremism may also arise in other lessons and in informal discussions in school with pupils or staff. • Review and develop curriculum use and SEAL, drawing on available tools from the QCA and DCSF • Identify skills development needs and opportunities, for example, a cross-school focus on developing critical skills in managing harmful media and internet information about particular communities. 	<ul style="list-style-type: none"> • Identify key units of work in each subject that can contribute significantly to addressing violent extremism • Citizenship could be provided as a discrete subject • Curriculum enrichment days can be used to focus on key issues within Community Cohesion • Ensure the curriculum is balanced and equally concentrates on violent extremism as well as benefits of other cultures. • Audit the curriculum to ensure that these key skills are developed and built upon through programmes such as Building Learning Power and Learning to Learn. • The Schools' Library Service loan a selection of books and resources on diversity covering the broad issues from immigration to religion and including positive and inclusive representations in both fact and fiction. These are available to support

DCSF Guidance	Key School Action	Practical Suggestions
		teachers in delivering all areas of the curriculum and help to support the building of inclusive communities and positive citizenship.
Teaching and Learning Strategies		
<p>Effectively addressing controversial issues will also help to challenge misinformed views and perceptions amongst pupils, challenge commonly held ‘myths’ and build understanding and appreciation about others. This requires:</p> <ul style="list-style-type: none"> • questioning techniques to open up safe debate • confidence to promote honesty about pluralist views • ensuring both freedom of expression and freedom from threat • debating fundamental moral and human rights principles • promoting open respectful dialogue • affirming the multiple dynamic identities we all have 	<ul style="list-style-type: none"> • Review staff confidence in the core approaches to dealing with controversial issues and define professional development needs 	<ul style="list-style-type: none"> • Staff could be given training in Teaching Controversial Issues following LA guidelines • Use AST support to develop teaching and learning strategies to develop questioning and discussion skills.
Using External Programmes and Groups		
<ul style="list-style-type: none"> • Engaging with external speakers, programmes or groups can be an effective way of building awareness and skills of young people and encouraging debate. 	<ul style="list-style-type: none"> • Seek advice from other schools, local authorities or other sources to identify local groups to engage with schools 	<ul style="list-style-type: none"> • Contact the LA and seek advice from a relevant adviser / consultant as to the appropriateness and suitability of the group or materials to be used.

DCSF Guidance	Key School Action	Practical Suggestions
<p>Key Issues for Schools:</p> <ol style="list-style-type: none"> 1. Understand the referral process for any student thought to be vulnerable. 2. Increase the curriculum opportunities to engage in tackling controversial issues, citizenship and developing community cohesion. 3. Increase training on controversial issues for staff so that they are comfortable in dealing with these issues. 		

4.3 Pupil Support Processes

School staff need to contact the Head teacher if they witness any of the following:

- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parent reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence

Once concerns are raised, Head teachers will follow the referral process (see Appendix 3 for the referral process).

4.4 Managing Risks and Responding to Events

The DCSF has advised schools to take the following actions to manage risks and respond to events:

- Review relevant personnel policies and procedures, for example, to ensure they operate in accordance with the relevant regulations for the conduct and vetting of staff.
- Review emergency plans including post-event actions to ensure appropriate processes for supporting pupils and staff are incorporated.

5 Staffordshire Action Plan

Action	Responsibility	Lead Officer	Timescale	Actions Completed and Date
1. LEADERSHIP				
1.1 Maintain awareness of PREVENT agenda amongst schools including Head teachers, Senior Management Teams within schools, Governing Bodies and Education Transformation.	Staffordshire County Council (SCC)	Mike Osborne Town / Lynda Mitchell	October 2011	
2. COMMUNICATIONS				
2.1 Continue to publicise information of 'safe internet usage' within schools.	SCC	Karen St. Ledger	October 2011	
2.2 Channel Progress Report to be received by CONTEST and PREVENT Groups	Staffordshire Police	Detective Chief Inspector Tim Collisson	December 2010	
2.3 Following publication of Education Bill review delivery of programme of work within schools linked to Community Cohesion agenda including: <ul style="list-style-type: none"> Raising awareness and skills training Managing the Risk Curriculum development 	SCC	Lynda Mitchell	October 2011	
3. YOUNG PEOPLE				
3.1 Listen to voices of young people from diverse communities on the issues of cohesion	SCC	Roger Emmett	October 2011	

Action	Responsibility	Lead Officer	Timescale	Actions Completed and Date
and extremism.				
3.2 Raise awareness of young people about how they can raise concerns and where they can seek help or advice locally.	SCC / Staffordshire Police	Lynda Mitchell / Chief Inspector Vera Bloor	October 2011	
3.3 Understand and resolve issues of concern involving young people newly arrived in the County.	SCC	Christine Sharkey	October 2011	
3.4 Identify, analyse and assess radicalising activities of extremist groups and their access to young people.	Staffordshire Police	Detective Chief Inspector Tim Collisson	October 2011	
4. TRAINING				
4.1 Develop and deliver awareness raising programme for staff within key schools.	SCC	Lynda Mitchell	October 2011	
4.2 Children's Workforce Development Programme to reflect needs of the wider workforce	SCC/Staffordshire Police	Adrian Gough/Chief Inspector Vera Bloor	October 2011	
5. COMMUNITY				
5.1 Ensure key community events are appropriately utilised to achieve to promote awareness of PREVENT objectives.	SCC/ Staffordshire Police/ Staffordshire Fire and Rescue	Prevent Project Team	October 2011	

Action	Responsibility	Lead Officer	Timescale	Actions Completed and Date
6.FURTHER ASSESSMENT AND RESEARCH				
6.1 Mapping of existing and potential delivery mechanisms for the PREVENT plan	Staffordshire Police / Staffordshire Children's Trust	Chief Inspector Vera Bloor	October 2011	

6 Conclusion

Staffordshire Children's Trust has developed this local plan to support schools implement the DCSF "*Learning to be safe: a toolkit to help schools contribute to the prevention of violent extremism*" and to provide information on how the Children's Trust Board partner agencies can also be a source of support and advice for schools, colleges and communities on issues concerning all forms of extremism.

The implementation of this plan will be overseen by the Prevent Project Team, a multi-agency group of professionals representing key partner agencies within Staffordshire. This document will be reviewed in October 2011 to ensure it remains fit for purpose for schools and partner agencies.

October 2010

SM

Appendix 1 School Demographics

Table 1: School Demographics 2009 – Whole Figures

District	All Pupils	Bangladeshi (ABAN)	Indian (AIND)	Any other Asian background (AOTH)	Pakistani (APKN)	Black African (BAFR)	Black Caribbean (BCRB)	Any other Black background (BOTH)	Chinese (CHNE)	Any other mixed background (MOTH)	Mixed White and Asian (MWAS)	Mixed White and Black African (MWBA)	Mixed White and Black Caribbean (MWBC)	Not Obtained (NOBT)	Any other ethnic background (OOTH)	Refused (REFU)	White British (WBRI)	White Irish (WRI)	Traveller of Irish Heritage (WIRT)	Any other White background (WOTH)	Gypsy/Roma (WROM)
Cannock Chase	14,818	12	70	23	9	17	21	4	28	53	30	13	98	19	25	44	14,231	15	0	93	13
East Staffs	18,087	34	137	117	1556	38	55	24	37	143	157	20	216	10	57	77	15027	35	0	339	8
Lichfield	13,769	27	102	30	21	16	35	11	30	103	61	15	97	20	34	128	12851	22	0	165	1
Newcastle	16,295	41	71	128	68	42	12	18	58	105	72	27	81	36	60	16	15291	18	3	145	3
South Staffs	15,053	0	228	42	23	18	69	15	20	88	95	12	153	34	18	78	14014	11	18	88	29
Stafford	16,214	14	141	83	45	38	22	22	32	130	74	27	129	9	69	74	15092	22	2	175	14
Staffs Moorlands	15,212	2	30	18	17	2	5	4	15	64	32	14	65	3	21	29	14802	11	2	76	0
Tamworth	11,765	1	61	28	10	12	21	10	25	74	30	14	106	43	34	128	11031	27	3	104	3

Source: Pupil Census Data, January 2009

Table 2: School Demographics 2009 – Percentages

District	Bangladeshi (ABAN)	Indian (AIND)	Any other Asian background (AOTH)	Pakistani (APKN)	Black African (BAFR)	Black Caribbean (BCRB)	Any other Black background (BOTH)	Chinese (CHNE)	Any other mixed background (MOTH)	Mixed White and Asian (MWAS)	Mixed White and Black African (MWBA)	Mixed White and Black Caribbean (MWBC)	Not Obtained (NOBT)	Any other ethnic background (OOTH)	Refused (REFU)	White British (WBRI)	White Irish (WRI)	Traveller of Irish Heritage (WIRT)	Any other White background (WOTH)	Gypsy/Roma (WROM)
Cannock Chase	0.08%	0.47%	0.16%	0.06%	0.11%	0.14%	0.03%	0.19%	0.36%	0.20%	0.09%	0.66%	0.13%	0.17%	0.30%	96%	0.10%	0.00%	0.63%	0.09%
East Staffs	0.19%	0.76%	0.65%	8.60%	0.21%	0.30%	0.13%	0.20%	0.79%	0.87%	0.11%	1.19%	0.06%	0.32%	0.43%	83%	0.19%	0.00%	1.87%	0.04%
Lichfield	0.20%	0.74%	0.22%	0.15%	0.12%	0.25%	0.08%	0.22%	0.75%	0.44%	0.11%	0.70%	0.15%	0.25%	0.93%	93%	0.16%	0.00%	1.20%	0.01%
Newcastle	0.25%	0.44%	0.79%	0.42%	0.26%	0.07%	0.11%	0.36%	0.64%	0.44%	0.17%	0.50%	0.22%	0.37%	0.10%	93%	0.11%	0.02%	0.89%	0.02%
South Staffs	0.00%	1.51%	0.28%	0.15%	0.12%	0.46%	0.10%	0.13%	0.58%	0.63%	0.08%	1.02%	0.23%	0.12%	0.52%	93%	0.07%	0.12%	0.58%	0.19%
Stafford	0.09%	0.87%	0.51%	0.28%	0.23%	0.14%	0.14%	0.20%	0.80%	0.46%	0.17%	0.80%	0.06%	0.43%	0.46%	93%	0.14%	0.01%	1.08%	0.09%
Staffs Moorlands	0.01%	0.20%	0.12%	0.11%	0.01%	0.03%	0.03%	0.10%	0.42%	0.21%	0.09%	0.43%	0.02%	0.14%	0.19%	97%	0.07%	0.01%	0.50%	0.00%
Tamworth	0.01%	0.52%	0.24%	0.08%	0.10%	0.18%	0.08%	0.21%	0.63%	0.25%	0.12%	0.90%	0.37%	0.29%	1.09%	93%	0.23%	0.03%	0.88%	0.03%

Source: Pupil Census Data, January 2009

Appendix 2 Key Local Contacts

Name	Title	Organisation	Telephone	Email
Staffordshire County Council Contacts				
Sharon Moore	Assistant Director – Staffordshire Young People’s Service (SYPS)	Staffordshire County Council	01785 277033	Sharon.moore@staffordshire.gov.uk
Steve Hopkins	External Relationships Manager	Staffordshire County Council	01785 358326	Steve.hopkins@staffordshire.gov.uk
Dr Lynda Mitchell	Head of Inclusion / Wellbeing	Staffordshire County Council	01785 854076	Lynda.mitchell@staffordshire.gov.uk
Gaynor Nunnick	Principal Education Welfare Officer, Local Authority Designated Officer (LADO) Education,	Staffordshire County Council	01785 278640	gaynor.nunnick@staffordshire.gov.uk
Chris Bowering	Education Safeguarding Officer, Local Authority Designated Officer (LADO) Education	Staffordshire County Council	01785 278997	Chris.bowering@staffordshire.gov.uk
Roger Emmett	Senior Advisor – History and Secondary Citizenship	Staffordshire County Council	01785 277982	Roger.emmett@staffordshire.gov.uk
Christine Sharkey	Senior Advisor – Minority Ethnic Achievement Service	Staffordshire County Council	01782 297538	Christine.sharkey@staffordshire.gov.uk
Judy Tideswell	Senior School Improvement Officer Inclusion	Staffordshire County Council	01785 277957	Judy.tideswell@staffordshire.gov.uk

Name	Title	Organisation	Telephone	Email
Karen Ashby	Head of Service, SYPS, TYS Lead	Staffordshire County Council	01785 278768	Karen.ashby@staffordshire.gov.uk
Julie Long	Principle Community Safety Officer	Staffordshire County Council	01785 35 8401	Julie.long@staffordshire.gov.uk
Paul Woodcock	Head of Service, C&LP and Extended School	Staffordshire County Council	01785 27 7949	Paul.woodcock@staffordshire.gov.uk
Staffordshire Police Contacts				
Chief Inspector Vera Bloor	Chief Inspector	Staffordshire Police – Strategic Police Lead	0300 123 4455	Vera.bloor@staffordshire.pnn.police.uk
Detective Inspector Joe Anderson	Detective Inspector	Staffordshire Police	01785 232726	Joe.Anderson@staffordshire.pnn.police.uk
DCI Tim Collisson	Detective Chief Inspector	Staffordshire Police – Lead on Channel programme	0300 123 4455	Timothy.Collisson@staffordshire.pnn.police.uk
Inspector Paul Johnson	Inspector	Staffordshire Police – Strategic Co-ordinator; Young People's Services & Issues – Safer Schools Partnership Lead	01785 248648 / 07970055230	Paul.Johnson4905@staffordshire.pnn.police.uk
DS Darren Oakey	Detective Sergeant	Staffordshire Police – South Staffordshire Community Resilience Team Lead Officer	0300 123 4455 (ext. 8239)	Darren.oakey@staffordshire.pnn.police.uk
PC Gurnek Manak	Police Constable	Staffordshire Police – South Staffordshire Community Resilience Team	0300 123 4455 (ext. 8239)	Gurnek.manak@staffordshire.pnn.police.uk
PC John Bradbury	Police Constable	Staffordshire Police – South Staffordshire Community Resilience Team	0300 123 4455 (ext. 8239)	John.bradbury@staffordshire.pnn.police.uk
PC Chris Barwell	Police Constable	Staffordshire Police – South Staffordshire Community Resilience Team	0300 123 4455 (ext. 8239)	Chris.barwell@staffordshire.pnn.police.uk
Sgt Mark Barlow	Sergeant	Staffordshire Police – North	0300 123 4455	Mark.barlow@staffordshire.pnn.police.uk

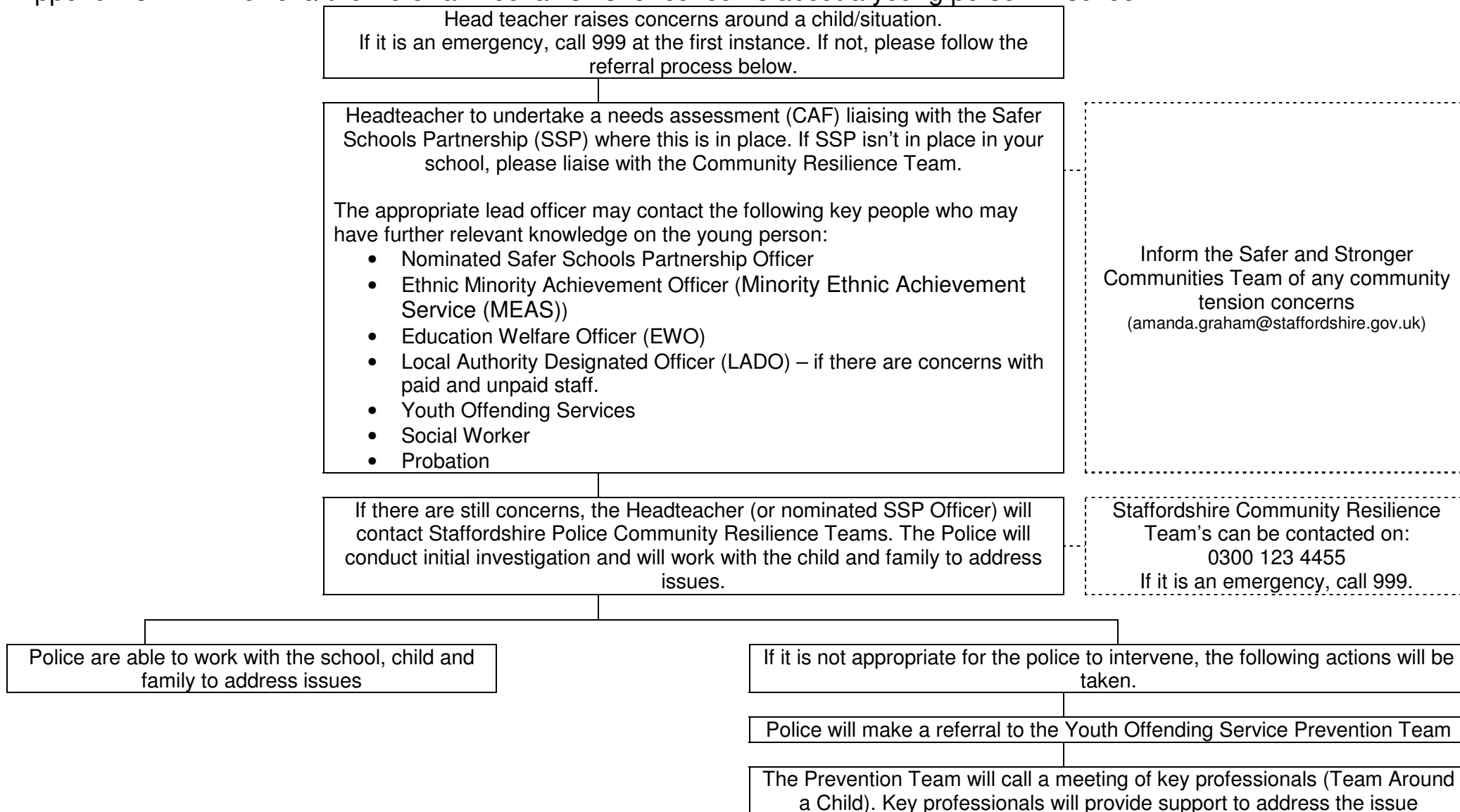
Name	Title	Organisation	Telephone	Email
		Staffordshire Community Resilience Team Lead Officer	(ext. 3302) / 07976 297888	
PC Scott McGrath	Police Constable	Staffordshire Police – North Staffordshire Community Resilience Team	07976 297651	Scott.mcgrath@staffordshire.pnn.police.uk
PC Saima Ismail	Police Constable	Staffordshire Police – North Staffordshire Community Resilience Team	07816 321945	Saima.ismail@staffordshire.pnn.police.uk
PC Nigel Sutton	Police Constable	Staffordshire Police – North Staffordshire Community Resilience Team	07887 821977	Nigel.sutton@staffordshire.pnn.police.uk
Samuel Pointon	Hate Crime Officer	Staffordshire Police – North Staffordshire	0300 123 4455	Samuel.pointon@staffordshire.gov.uk
Martine Redpath	Communications and Marketing Manager	Staffordshire Criminal Justice Board	01785 238353	Martine.redpath@staffordshire.pnn.police.uk
NB – North Staffordshire Community Resilience Team covers Stoke-on-Trent, Staffordshire Moorlands and Newcastle-under-Lyme. South Staffordshire Community Resilience Team covers Stafford, East Staffordshire, Cannock, Tamworth, South Staffordshire and Lichfield				
District/Borough Community Safety Contacts				
Nick Hackney	Community Safety Manager	Cannock Chase District Council	01543 462621	nickhackney@cannockchasedc.gov.uk
Michael Hovers	Community Safety Manager	East Staffordshire Borough Council	01283 508776	Micheal.hovers@eaststaffsbc.gov.uk
Jenni Coleman	Community Safety Manager	Lichfield District Council	01543 308005	Jenni.coleman@lichfielddc.gov.uk
Rob Avann	Community Safety Manager	Newcastle Borough Council	01782 742251	Rob.avann@newcastle-staffs.gov.uk
Maggie Quinn/Linda England	Community Safety Manager	South Staffordshire Council	01902 696530	m.quinn@sstaffs.gov.uk / l.england@sstaffs.gov.uk
Russ Cartlidge	Community Safety Manager	Stafford Borough Council	01785 619307	rcartlidge@staffordbc.gov.uk
David Smith	Community Safety Manager	Staffordshire Moorlands District Council	01538 395692	David.smith@staffordshire.gov.uk

Name	Title	Organisation	Telephone	Email
Dave Fern	Community Safety Manager	Tamworth Borough Council	01827 709589	David.fern@tamworth.gov.uk
Multi-Agency Forum Contacts				
PC Andy Clarke	Staffordshire Police	Chase Against Crimes Hate (CACH)	01785 619775 / 07971497 988	admin@cachpartnership.org.uk / andy.clarke@staffordshire.pnn.police.uk
Amir Kabal MBE	Director of East Staffordshire REC	Partners Against Crimes of Hate (PACH)	01283 510456	administration@eaststaffsrec.co.uk
Jude Hawes	Equalities Team Manager	PARINS	01782 407947	jude.hawes@stoke-cab.org.uk
Lloyd Cooke	Director	The Salt Box	01782 207200	Lloyd@saltbox.org.uk
Thurayya Cahill	Chief Executive	Union of African & African-Caribbean Organisations	01782 575255	uaaco@btinternet.com
Voluntary Sector Contacts (Staffordshire and Stoke-on-Trent Consortium of Infrastructure Organisations [SCIO])				
Kent Parson	Chief Officer	Chase Council for Voluntary Service	01543 500404	kentparson@chase-cvs.org.uk
Steve Rawlinson	Chief Officer	Community Action & Support - East Staffs	01283 543414	steve@cases-vol.org.uk
Chris Welch	Chief Executive	Community Council of Staffordshire	01785 242525	chris.welch@staffs.org.uk
Rose Vakis	Director	Lichfield & District Community & Voluntary Sector Support	01543 303030	rosevakis@ldcvs.org.uk
Janette Bourne	Chief Officer	Newcastle Community & Voluntary Support	01782 629269	j.bourne@nulcvs.co.uk
David Leese	Chief Officer	South Staffordshire Community & Voluntary Action	01902 851675	david.leese@sscva.org.uk
Mike Allen	Chief Officer	Stafford District Voluntary Services	01785 606670	chiefofficer@sdvs.org.uk
Barry Halls	Co-ordinator	Staffordshire Council of Voluntary Youth Services	01785 240378	barry@staffscvys.org.uk barry.halls@staffordshire.gov.uk
Jill Norman	Chief Officer	Staffordshire Moorlands Community and Voluntary	01538 381356	jillnorman@smcvs.co.uk

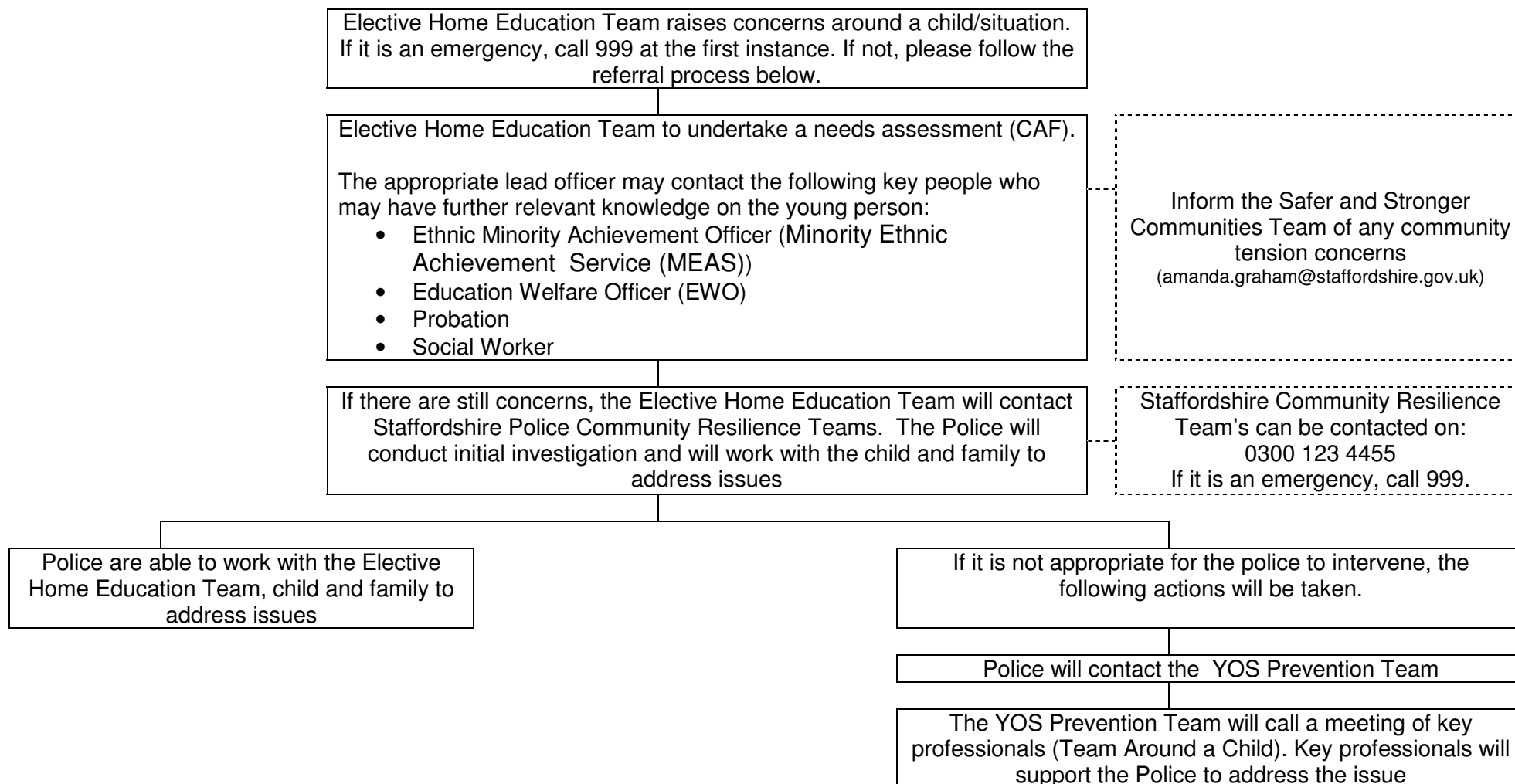
Name	Title	Organisation	Telephone	Email
		Services		
Nicky Burns	Chief Officer	Tamworth Council of Voluntary Services	01827 709657 or 01827 736094	n.burns@tamworth-cvs.org.uk
Dave Benge	Development Manager	Staffordshire 3 rd Sector Network	01543 303027	davebenge@ldcvs.org.uk

Appendix 3

Flowchart for referral mechanisms for concerns about a young person in school



Flowchart for referral mechanisms for concerns about a young person – For Elective Home Education Team



Appendix 4: Useful websites

<http://www.dcsf.gov.uk/violentextremism/toolkitforschools/index.shtml>

<http://www.staffordshire.police.uk/>

<http://www.staffordshire.gov.uk/education/>

<http://education.staffordshire.gov.uk/Curriculum/>

<http://www.staffordshire.gov.uk/education/YouthOffending/WhatWeDo/CrimePrevention/>

<http://www.staffordshire.gov.uk/education/youth/>

<http://www.staffordshirechildrenstrust.org.uk/clp/>

<http://security.homeoffice.gov.uk/news-publications/publication-search/prevent-strategy/>

<http://www.direct.gov.uk/en/CrimeJusticeAndTheLaw/CrimePrevention/index.htm>

<http://www.lga.gov.uk/lga/publications/publication-display.do?id=1181541>

<http://www.lga.gov.uk/lga/publications/publication-display.do?id=1181559>

Appendix 5 National Support Material

Title	Description	Date	Contact point
Association of Chief Police Officers (ACPO)			
Prevent: The Policing Response to the Prevention of Terrorism & Violent Extremism: Implementation Plan – A summary for partners	An unclassified version of the national police Prevent implementation plan, aimed at informing police partners of what the police are doing to deliver Prevent. Useful for non-police deliverers when planning Prevent activity to understand how it will fit in with police work.	February 2009	prevent@acpo.pnn.police.uk
ACPO National Prevent Delivery Unit Information Leaflet	Information on the role of the ACPO Prevent team and how to contact them.	December 2008	prevent@acpo.pnn.police.uk
Home Office			
Counter-terrorism strategy	The strategy known within Government as 'CONTEST' is based on a policy that can be summed up in four words: Prevent, Pursue, Protect and Prepare.		http://security.homeoffice.gov.uk/counter-terrorism-strategy/
Prevent Strategy 2008	The documents offer guidance for local authorities, police and partners working to stop the spread of violent extremism.	June 2008	http://security.homeoffice.gov.uk/counter-terrorism-strategy/
Department for Communities and Local Government (CLG)			
Preventing Violent Extremism Pathfinder Fund: Mapping of project activities 2007/2008	Summarises descriptive data and evaluation of the activities undertaken as part of the Pathfinder year (2007/2008).	December 2008	http://www.communities.gov.uk/publications/communities/pathfinderfund200708
Preventing Violent Extremism: Next Steps for Communities	Reviews the progress to date, celebrates the achievements of local schemes, and sets out CLG's priorities for the coming year.	July 2008	http://www.communities.gov.uk/publications/communities/preventingviolentextremismnext
Empowering Muslim Women: Case Studies	Snapshot of some of the good work that is taking place across the country to empower Muslim women to play a more active role in both their own communities and in wider society.	January 2008	http://www.communities.gov.uk/publications/communities/empoweringmus

			limwomen
Preventing Violent Extremism Pathfinder Fund: Case Studies	Provides a few examples of the wide range of work the PVE fund supported during 2007-2008.	April 2007	http://www.communities.gov.uk/publications/communities/preventingviolence/pathfinderfund
Preventing Violent Extremism: Winning Hearts and Minds	Range of actions taken by the government in 2007 to work with Muslim organisations to tackle violent extremism.	April 2007	http://www.communities.gov.uk/publications/communities/preventingviolence/textremism
Department for Children, Schools and Families (DCSF)			
Toolkit for Schools	Preventing violent extremism toolkit for schools developed by DCSF and intended to be tailored by local authorities. Sets out the schools approach to Prevent and essential for children and learners Prevent leads.	October 2008	http://www.dcsf.gov.uk/publications/violentextremism/downloads/DCSF-Learning%20Together_bkmk.pdf
Department for Universities, Innovation and Skills (DIUS)			
Guidance for Further Education Colleges.	Two documents detailing the next steps for college work on Prevent and a toolkit for colleges similar to the DCSF toolkit for schools.	February 2009	http://www.dius.gov.uk/consultations/~//media/publications/17193_DIUS_Next_Steps http://www.dius.gov.uk/~//media/publications/17132_DIUS_Learning_Be_Safe
Promoting Good Campus Relations, Fostering Shared Values and Preventing Violent Extremism in Universities and Higher Education Colleges	Aims to support HE institutions to work with students on campus to isolate and challenge the very small minority who promote violent extremism.	January 2008	http://www.dius.gov.uk/publications/extremismhe.pdf
HM Government (HMG) Cross Departmental Documents			
Prevent 08: Learning and Working Together to	DVD with case studies of different Prevent projects. Very useful for presentations and events.	December 2008	PEU@communities.gsi.gov.uk

Prevent Extremism (DVD)			
Delivering the Prevent Strategy: Practical Steps for Local Partners	Four practical steps to delivering the Prevent Strategy in practice with blank sample action plan and flow chart. Aimed at Prevent local delivery partners developing action plans.	September 2008	Contact Government Office Prevent Leads or prevent1@homeoffice.gsi.gov.uk
The Prevent Strategy: A Guide for Local Partners	Offers guidance for local authorities, police and partners working to stop the spread of violent extremism. Crucial document for everyone working on Prevent.	June 2008	http://security.homeoffice.gov.uk/news-publications/publication-search/prevent-strategy/
Preventing Violent Extremism: A Strategy for Delivery	Short summary document outlining the Government's strategy for preventing violent extremism.	June 2008	http://security.homeoffice.gov.uk/news-publications/publication-search/prevent-strategy/preventing-violent-extremism?view=Binary
Prevent 'Starter Pack' (letter from Charles Farr and Susan Scholfield)	Letters and guidance documents to ensure clarity about the themes in the strategy across key stakeholder organisations	January 2008	prevent1@homeoffice.gsi.gov.uk
HM Inspectorate of Constabulary (HMIC) and the Audit Commission			
Delivering Prevent – Responding to Learning	Key findings from the HMIC/AC Learning and Development Exercise, PMDU Review, pathfinder summary and Lord Patel Review	December 2008	PEU@communities.gsi.gov.uk
Learning and Development Exercise	The Audit Commission and Her Majesty's Inspectorate of Constabulary undertook a learning and development exercise to draw out learning from the first year of local work to prevent violent extremism. They looked at what worked well and identified barriers to progress.	November 2008	http://www.communities.gov.uk/publications/communities/preventlearningexercise
Local Government Association (LGA)			
Leading the PVE Agenda - engaging, supporting and funding community groups	Provides a brief checklist of questions for councils to consider, so that they can feel more confident in the funding choices they make.	November 2008	http://www.lga.gov.uk/lga/publications/publication-display.do?id=1181559