

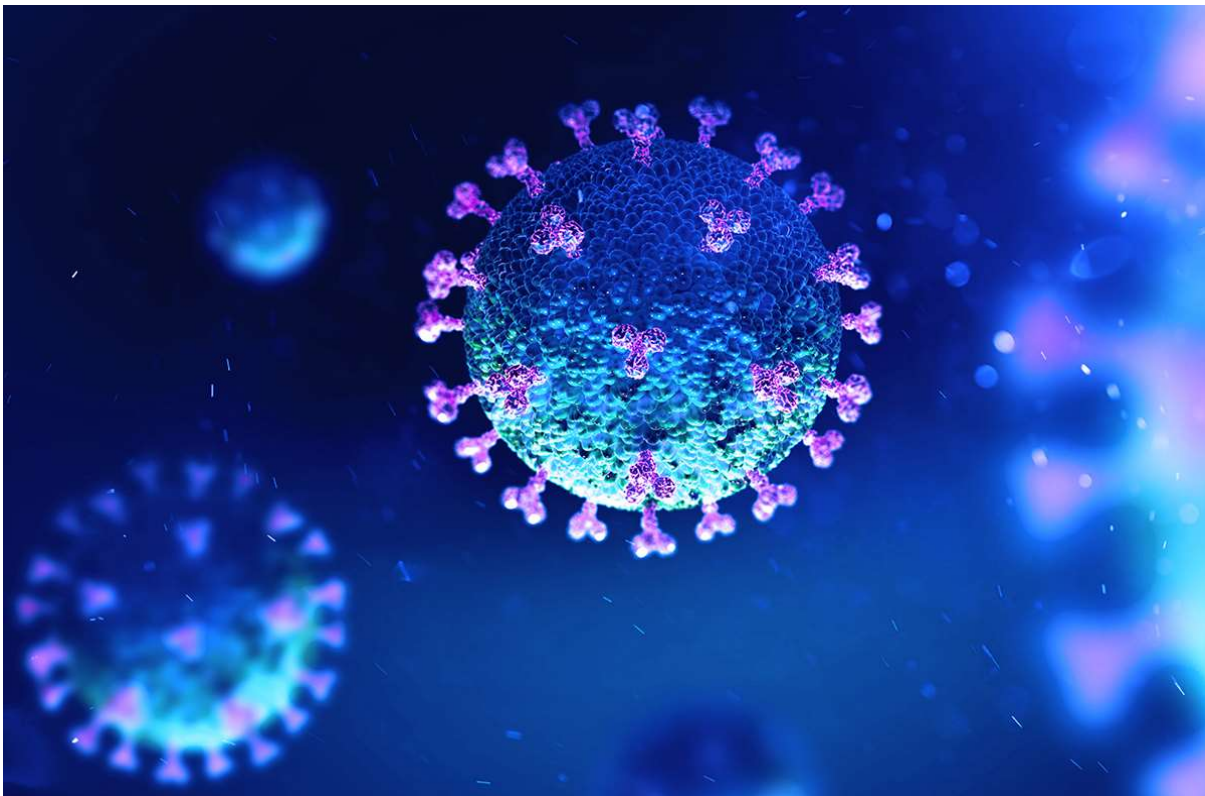


Department
for Education

April 2020

FE/HE Prevent News: London

Your monthly Prevent update for Further Education (FE) and Higher Education (HE) providers in London.



Dear Further Education and Higher Education providers,

I think it's safe to say that there have been some huge changes not only for the sector but for everyone worldwide since the last Prevent Digest. We hope everybody is safe and well and adjusting to working from home or being furloughed.

Myself and Jake are still working, albeit from home in line with government guidance. We completely understand that it can be a difficult adjustment as you gain new co-workers in the form of children, partners, and pets, or have to set up a home

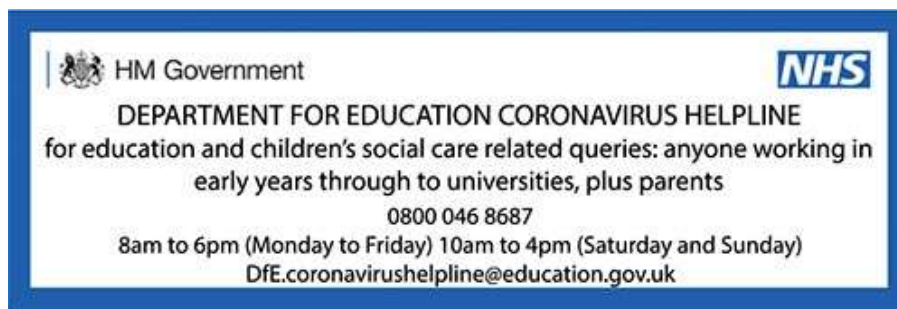
office in the corner of a room. Personally, until my laptop stand arrives, I have my screen propped up on a pile of books. You can only do the best you can in such an unprecedented situation, and that is worth remembering when things become overwhelming or stressful.

We've gathered some useful information for you below which we hope you'll find helpful and interesting. Covid-19 hasn't stopped extremist narratives, particularly from being posted online, and conspiracy theories are something that has both been pointed out to us and something we've seen ourselves browsing the internet. Fake news and the spread of disinformation hasn't gone away and the focus is now of course around Covid-19, so we've included some further information around this below for yourselves and your learners.

We would suggest that **Prevent risk assessments** are being reviewed to address the significant change in circumstances within your education institutions, which in turn can alter the risk posed by radicalisation (e.g. all learning taking place off site, reduced resource, apparent increase in conspiracy theories, etc.).

Linked below you'll also see the interim Safeguarding guidance issued by the DfE for schools, colleges, and other providers. It's a highly recommended read and includes a section around online safety for those who are looking for guidance on that area.

The DfE Coronavirus helpline is still active and information is below:



A note to say that myself and Jake are still **available to the sector for advice, guidance, briefings and virtual training on Prevent**. We have run several of these without any sort of technological hiccup so we are keen to do more. We're completely aware that you've other priorities right now, but some may find time to review Prevent policies and processes, so know that we are available via email, Skype, Teams, and of course the good old fashioned telephone.

Finally, we hope to be able to share an update on CTLP risk soon and will be in contact again regarding that.

Jennie and Jake

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Further education

We are still going to be running the next London ILP Prevent Network on Thursday 23 April, 10.00-12.00. For obvious reasons this will be undertaken virtually through either one of Microsoft Teams or Skype. (Don't worry, if you don't have access to either of these - you will still be able to dial in). Details to be shared imminently.

Higher education

The London HE Prevent Network minutes, amended Terms of Reference (ToR) and/or questions relating to the ToR (which was discussed at the previous meeting) are to be shared shortly. Unfortunately, due to current DfE restrictions on surveys, we will not be able to share a survey about the network or the ToR at this time.

Coronavirus (COVID-19): safeguarding in schools, colleges and other providers

In light of the changes imposed due to Covid-19, the Department for Education has published some safeguarding guidance for schools and colleges, but there may be some useful information to take into the HE context. This guidance can be

accessed [here](#).

In particular, I would recommend the sections on online safety, which includes the following useful guidance:

- Institutions should continue to ensure that appropriate filters and monitoring systems are in place to protect learners when they are online on a provider's IT system or recommended resources.
- Institutions should consider what contingency arrangements are in place should their IT staff become unavailable.
- It's important for all staff who interact with learners, including online, continue to look for signs someone may be at risk. Concerns should be dealt with as per your Safeguarding/Welfare/Prevent policy.
- Online teaching should follow the same principles as set out in the institution's staff behaviour policy.
- Institutions should, as much as is reasonably possible, consider if their existing policies reflect the new reality of so many learners working remotely online. A Covid-19 annex/addendum may be required.
- Online learning should be in line with privacy and data protection/GDPR requirements.
- It should be clear to learners who are being asked to work online, have clear reporting routes in place so they can raise any concerns whilst online.
- When working with children, it would be advised to share useful information and resources to parents/carers. The link includes several useful links, though these are mostly appropriate for those institutions that educate children.

In reference to the final bullet point, Let's Talk About It have put together a useful guide for parents / carers about online safety / radicalisation concerns during the Covid-19 period. This guide can be found [here](#).

Coronavirus (COVID-19) and extremism

Never one to miss an opportunity, extremist groups are using the magnitude of Covid-19 as a means to promote their own ideologies, conspiracy theories and calls for actions. This is largely based within the extreme far-right (XFR), but Islamist extremist groups are also riding the Covid-19 bandwagon, for instance Daesh producing advice on how to protect against the virus and al-Qaeda urging people to convert in response to the threat.

However, the largest proportion of extremist Covid-19 activity online is set within XFR narratives. This includes blaming Jews, migrants, the establishment and other groups for the virus, often inciting violence against them. There have also been

instances of encouraging the spread of Covid-19 to the Jewish and Muslim communities, and to the police, through spitting or coughing. Further examples include groups and individuals arguing that this crisis is a perfect opportunity to 'accelerate' society's collapse.

As ever, it's important to be mindful of the threat of potential radicalisation, using Covid-19 as the driver, and to refer those concerns to those appropriate safeguarding professionals, including us here at the DFE.

Fake news crackdown by government

As reported by the [BBC last week](#), the government is cracking down on fake news being spread about Covid-19 on social media platforms. A specialist unit has been set up within the Cabinet Office in order to assist social media firms with removing fake news, which could ultimately cost lives and cause great distress. The government has also re-released the 'Don't Feed The Beast' campaign, including the [SHARE Checklist](#) site which alerts readers to the five main points to look out for when reading the news, and also includes some games to encourage the identification of fake news that you may wish to disseminate to your learners.

Some examples of incidents reported include texts mimicking the official government text sent to inform people to stay inside, but instead informing people they had been fined for breaking social distancing rules. Often such messages include a phishing link that aims to compromise the recipients personal information for financial gain. Other examples include information from 'experts' around Covid-19 treatments or symptoms that are simply not true, and could put lives in danger if followed in place of official advice. Many refer to being from 'medical professionals' or 'someone who works in the government' in order to lend themselves legitimacy.

As always, question the source of information and refer to official websites such as .gov.uk if unsure.

CTLTP National Engagement Questionnaire

Counter Terrorism Policing are undertaking a national questionnaire on partner engagement with the Counter Terrorism Local Profile (CTLTP) process. If you are involved as a partner in, or engaged in any way, to the CTLTP process please get in contact with us and we will share the short questionnaire with you for its completion.

The deadline is tomorrow (9 April 2020) so please do get back to us ASAP so you can feed in.

New ACT app launched

The free Action Counter Terrorism (ACT) app has now been launched by Urim. Available through App Store or Google play, the app will provide access to:

- Practical advice and guidance to help you protect your business, plus information on how to respond in the event of an attack
- Information on CT Policing's suite of ACT training products, plus access to online e-learning package
- Suite of NaCTSO guidance videos
- Latest reference documents and publications
- ACT online reporting form and confidential hotline
- Emergency response and post-incident guidance
- Live-time news update from UK Protect

Further details can be found [here](#). This app is a really good way to ensure that you or a colleague remain up-to-date with counter terrorism advice and guidance.

To sign up, download the Urim app in [Google Play](#) or [App Store](#). Then email ct@highfieldlearning.com to request a user name and password.

Access is for business/professional use only.

Fact sheet: Desistance and Disengagement Programme

The Home Office have published a useful [fact sheet on the Desistance and Disengagement Programme](#) (DDP). DDP was set out in CONTEST 2018 and focuses on rehabilitating individuals who have been involved in terrorism or terrorism-related activity and reducing the risk they pose to the UK.

The programme works by providing tailored interventions which support individuals to stop participating in terrorism-related activity (desist) and to move away from terrorist ideology and ways of thinking (disengage). The programme aims to address the root causes of terrorism, build resilience, and contribute towards the deradicalisation of individuals.

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