CHILD PROTECTION, SAFEGUARDING AND DIGITAL SAFEGUARDING POLICY

September 2016

This policy was adopted on: XXX
The policy was last reviewed and updated September 2016
1.0 Introduction

1.1 The Governing Body/IEB of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority.

1.2 The Governing Body/IEB understands, takes seriously and fulfils its safeguarding responsibilities under Keeping Children Safe in Education – September 2016 (statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children) and section 175 of the Education Act 2002 to safeguard and promote the welfare of children.

1.3 Safeguarding (as defined in the Joint Inspector’s Safeguarding report) is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures with other agencies”.

1.4 We recognise that all staff and Governors have a full and active part to play in protecting our children from harm, and that the child’s welfare is our paramount concern and to that end Governors require all staff to read at least Part One of the ‘Keeping Children Safe in Education’ guidance (which is confirmed by the individual employee/volunteer when he/she completed the Safeguarding Children Refresher each year on the Smartlog online training system).

1.5 We believe that our school should provide a safe, caring positive and stimulating environment that promotes the social, physical and moral development of the individual child.

1.6 This policy has been developed in accordance with the principles established by the Children’s Act 1989; and in line with the following:

- Working Together to Safeguard Children – 2006
- Framework for the Assessment of Children in Need and their Families – 2000
- What to do if you are worried a Child is being Abused – 2003
- Safeguarding Children and Safer Recruitment in Education – DCSF 2006
- Keeping Children Safe in Education – statutory guidance published in September 2006
- Section 26 of the Counter-Terrorism and Security Act 2015

1.7 The law related to internet use is changing rapidly and staff and children need to be aware of this. Relevant laws, at the time of writing, include:

- The Computer Misuse act 1990
- The Public Order Act 1986
- The Communications Act 2003
- The Sexual Offences Act 2003
- The malicious Communications Act 1988
- The Copyright, Design and Patents Act 1988
- The Protection of Children Act 1978
- The Obscene Publications Act 1959 and 1964
- The Protection from Harassment Act 1997

1.8 This policy is intended to ensure children are protected while using digital technologies at the school. The school is committed to including digital technologies, in particular, internet use, in our curriculum. In doing so we recognise the inherent risks posed by this useful learning tool. Full compliance with this policy will mitigate these risks and help to ensure children are safe online.
1.9 The aims of this policy are:

- to provide an environment in which young children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties;
- to raise awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- to provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, contribute to assessments of need and support plans for those children;
- to develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- to ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities;
- while digital technology and the internet provide an exciting opportunity for children to learn and interact with various subjects, they also pose a risk for children, with the potential for exposure to inappropriate content and inappropriate contact from other children and adults. Digital technology also provides an opportunity for children to engage in unacceptable behaviour, both online and offline;
- in order to keep children safe online, and for them to learn how to keep themselves safe online, all children and teachers should be aware of relevant skills and strategies needed to ensure internet safety. (This may range from knowing to only use the internet with adult supervision for younger children, to strategies for identifying appropriate links for older children;
- Mitigating the risk to children created by digital technology and the internet will be ensured through specific safety lessons and will also be embedded within the general curriculum;
- e-safety will depend on policies being properly implemented at all levels of the school community – from published policies to a secure school network design, the effective management of school broadband and filtering systems, parental awareness of the dangers of online use and effective teaching about digital technology use;
- digital safety encompasses a number of technologies such as computers, tablet computers, collaboration tools, internet technologies, mobile devices and any other permitted smart device which advances in technology produces, including wearable technology;
- digital safety includes advising the wider school community on the appropriateness of media accessed by children and, where relevant, monitoring children’s use of such media and, when part of a wider pattern of concerns over a child’s welfare, reported to external bodies for further investigation.

2.0 Procedures (including e-Safety)

2.1 We have a Designated Person for Child Protection and Safeguarding who is a member of the Senior Leadership Team and who has undertaken appropriate training for the role, as recommended by the Local Authority, within the last two years. Our Designated Person will update their training with Local Authority approved training every two years.

2.2 We have a member of staff who will act in the Designated Person’s absence who has received training for the role of Designated Person and who will have been briefed in
the role. In the absence of an appropriately trained member of staff, the Headteacher will assume the role of the Designated Person.

2.3 All adults, including supply teachers and volunteers new to our school, will be made aware of the school’s policy and procedures for child protection, the name and contact details of the Designated Person and have these explained as part of their induction into the school.

2.4 All members of staff are provided with opportunities at least every three years to receive training arranged or delivered by the Designated Person in order to develop their understanding of the signs and indicators of abuse, how to respond to a child who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or disclosure of abuse.

2.5 All parents/carers are made aware of the school’s responsibilities in regard to child protection procedures through publication of the school’s Child Protection, Safeguarding and Digital Safeguarding Policy, and in reference to it in our home-school agreement as well as in a separate leaflet sent to all parents.

2.6 Our Lettings Policy will seek to ensure the suitability of adults working with children on the school site at any time.

2.7 Community users organising activities for children are aware of and understand the need for compliance with the school’s child protection, safeguarding and digital safeguarding guidelines and procedures.

2.8 Our Safer Recruitment Policy includes checks on all staff and regular volunteers’ suitability – including DBS checks as recommended by the Local Authority and in accordance with current legislation.

2.9 The name of any member of staff considered not to be suitable to work with children will be notified to the DCSF Teachers Misconduct Team, with the advice and support of Human resources and in accordance with the NEOST guidance and related regulations³.

2.10 While these procedures will be reviewed and updated at least annually, substantive changes in the legal landscape – such as amendments to the outlined laws – can occur more frequently. The school’s Headteacher, Designated Person (if different to the Headteacher), Leadership Team, Business Manager and Governors share responsibility for monitoring legislative changes and updating this policy as needed, thereby ensuring the school remains in compliance with its legal obligations.

2.11 The name of the designated Person will be clearly shown in the school along with the Designated Governor.

2.12 The school’s internet system, and access to it, is specifically designed for staff and children’s use and, as such, includes filtering appropriate for primary age children.

2.13 Pupils will have clear objectives about why they are using the internet whenever the internet is incorporated into lessons.

2.14 Lessons using the internet will be carefully planned and the ‘access levels’ classes and children are afforded will be fully considered, taking into account children’s ages and curriculum requirements.

2.15 Children using the internet will do so in classrooms (or other appropriate shared areas of the school) during lesson time only and with teacher supervision.

2.16 Reception and Key Stage 1 children are to engage with the internet through teacher observation or with direct teacher supervision.

2.17 Pupils will be taught what internet use is acceptable/unacceptable and teachers should be vigilant during internet based lessons.

2.18 Particular vigilance is necessary if and when children are undertaking internet searching. Teachers should use their professional judgement regarding whether this internet function is appropriate for the relevant class.

2.19 If image searches are used in class, this should be done on the ‘safe search’ function. Teachers can make judgement calls on whether to allow the use of image searches at all, due to the range and content and possibility of accessing inappropriate material.

2.20 Records will be maintained detailing all staff and children who have internet access.
3.0 Digital Safety

3.1 Information system security:

3.1.1 The school uses **Key Networks** with the appropriate firewall and all appropriate filters. The terms of the contract are agreed and monitored by the School Business Manager.

3.1.2 The security of the school’s information systems and IT system capacity will be reviewed regularly by the Senior Leadership team in conjunction with the School Business Manager.

3.1.3 The school’s Sophos virus protection – including laptops used by staff and children – is regularly updated.

3.2 E-mail and digital communications:

3.2.1 Only approved school Google mail accounts may be used at school/via the school network for e-mail communications.

3.2.2 Pupils should notify a teacher immediately if they receive an offensive or inappropriate e-mail or online message.

3.2.3 Pupils are taught about the dangers involved in digital-based communications. They are taught:

- not to reveal personal details about themselves or others in e-mail or digital communication. This will, generally, include full names, addresses, mobile or landline numbers, school name, IM (Instant Messenger) address, e-mail address, names of friends, specific interests and clubs etc;
- never to arrange to meet someone they have ‘met’ via e-mail/online without appropriate safeguarding measures (e.g. the presence of a parent or responsible adult);
- that online communications are ‘real’ and, as such, require the same respect for others as face-to-face interactions;
- anything of concern experienced online should be reported to a responsible adult.

3.2.4 Parents and children alike should both be informed of the risks inherent in using social media. Staff must uphold high standards of conduct, in accordance with teaching standards and other contractual obligations at all times, being mindful of the public nature of comments and images posted online and the personal responsibility which comes with such postings. Social media websites will not, generally, be accessible on school devices through other networks. Where Senior Leadership Team members feel it is appropriate to maintain the school’s online presence (through services such as the school’s website, Twitter or Facebook) then the wider Leadership team will monitor content for appropriateness with School Governors doing so to ensure compliance.

3.2.5 The school’s IT providers, IT technicians and Computing Leader will maintain a list of ‘inappropriate’ and ‘banned’ terms. The use of these in e-mails and other electronic communications will be detected and logged.

3.2.6 Whenever staff or children send e-mails to organisations or persons outside of the school, these should be authorised in the same way official school correspondence would be and only via school approved e-mail accounts.
3.3 The school website:

3.3.1 The Headteacher has overall responsibility for the content of the school website, authorises contents and checks pages maintained by individuals in the school for compliance. This includes ensuring all content is appropriate and accurate.

3.3.2 No personal information or contact details will be published on the school’s website. This extends to the use of children’s full names. The school address, e-mail and main telephone number should be the only contact information available to website visitors.

3.3.3 The uploading of any images or photographs of children onto the school website requires parental permission in writing. Any images should be carefully chosen with safeguarding in mind. Children’s names, including forenames, should never be used in conjunction with their photograph on the website.

3.4 Managing filtering:

3.4.1 The school’s IT providers and IT Technician will work to ensure filtering systems are appropriate, efficient and as effective as possible. This will entail regular checks and on-going monitoring.

3.4.2 If staff or children discover unsuitable sites, the URL, time and date must be reported to the school’s Computing leader who will be responsible for raising the issue with the Leadership Team, the school’s IT providers and/or IT Technician as appropriate to the circumstances.

3.5 Protecting personal data:

3.5.1 Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

3.6 Complaints:

3.6.1 Complaints regarding children’s misuse of the school’s internet/digital devices will be dealt with by the Computing Leader and designated Person. Sanctions for misuse include:

- Revocation of internet use privileges;
- Communication with the child’s parents/carers;
- Detention or other usual discipline methods in accordance with the school’s Behaviour Policy.

3.6.2 Staff misuse of the internet or digital technology – including online postings which are in breach of Teaching Standards or other contractual obligations – are to be referred to the Headteacher.

3.6.3 Any issues or complaints of a child protection nature should be dealt with according to this Child Protection, Safeguarding and Digital Safeguarding Policy’s procedures.

3.6.4 Information on the complaints procedure is published on the school’s website and parents are informed about this.

3.7 Digital technology/internet use outside of school:
3.7.1 Parents should be informed of the inherent risks of internet use and the potential dangers, including psychological, of children accessing age-inappropriate media.

3.7.2 The school will be aware of and responsive to any issues children experience via their use of the internet or digital technology outside of school. Reports of children accessing age-inappropriate media are to be monitored by the Designated Person, considered alongside any other child protection concerns and reported to the appropriate authorities where necessary. Reports of cyber-bullying are to be monitored in the same way and, where sufficient evidence exists, will be reported as bullying in accordance with existing procedures.

4.0 Supporting Children

4.1 We recognise that a child who is abused, who witnesses violence (whether real or virtual) or who lives in a violent environment may feel helpless and humiliated, may blame him/herself and find it difficult to develop and maintain a sense of worth.

4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.3 We recognise that the school plays a significant part in the prevention of harm to our children by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

4.4 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.5 Our school will support all children by:

- maintaining an ethos, understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to;
- encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum;
- promoting a caring, safe and positive environment within the school and the wider school community;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- ensuring that all children know there is an adult in school whom they can approach if they are worried or in difficulty;
- providing, across the curriculum, opportunities which equip children with the skills they need to stay safe from both real and virtual harm and to know to whom they should turn for help.

5.0 Confidentiality

5.1 We recognise that all matters relating to child protection are confidential. The Headteacher or Designated Person will disclose personal information about a child to other members of staff on a need to know basis only.

5.2 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children in both the real and digital worlds.

5.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or well-being or that of another.

5.4 We will always undertake to share our intention to refer a child to Social Care or other agencies with their parents/carers, unless to do so could put the child a greater risk of harm, or impede a criminal investigation.

6.0 Supporting Staff
6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears likely to suffer harm, may find the situation stressful and upsetting.

6.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated Person and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health and/or a representative of a professional body or trade union as appropriate.

6.3 We will support such staff to understand their rights and responsibilities (under current Teaching Standards and other contractual obligations) regarding child protection, safeguarding, digital safeguarding and the use of digital media – both in and out of school.

7.0 Allegations against staff

7.1 All school staff should take care not to place themselves in a vulnerable position with a child, whether in the real or virtual world.

7.2 All staff should be aware of the school’s Behaviour Policy. This can be found in the School Handbook folder and on the school website.

7.3 We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

7.4 The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

7.5 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.4 above, without notifying the Headteacher first.

7.6 The school will follow the Local Authority procedures for managing allegations against staff, a copy of which can be found in the office.

7.7 Suspension of the member of staff against whom the allegation has been made needs careful consideration and the school will consult as in 7.4 above in making this decision.

7.8 Our Lettings agreement for other users requires that the organiser will follow Local Authority procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises. The lettings agreement will also ask that digital communications about the school, its children and staff meet the requirements of this policy.

8.0 Female Genital Mutilation (FGM)

8.1 Definition – Female Genital Mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

8.2 At Bisham C of E Primary, we believe that our children should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries including Egypt, Sudan, Somalia and Sierra Leone. It occurs to a lesser degree in the Middle East and Asia. Although our school has few children from these backgrounds and we consider girls in our school safe from FGM, we will continue to review this policy annually.

8.3 In the event of a girl starting in the school who originates from one of the areas named in 8.2 above or is known to follow the customs and traditions of one of these areas, the School Office – in processing the admission – will make the school’s safeguarding lead(s) aware in order that this can be taken into consideration when this policy is next reviewed.

8.4 Training – annually all staff are required to read ‘Keeping Children Safe in Education’ – Part 1 which includes information on FGM. Where a deeper understanding is required, when staff are in regular contact with children deemed to be at high risk,
the Home Office has created a free online learning package to help professionals across all disciplines understand FGM and help them identify and assist girls who are at risk. It may be accessed here = www.fgmlearning.co.uk/

9.0 Protecting Children from Radicalisation (Prevent)

9.1 At Bisham C of E Primary, protecting children from the risk of radicalisation is seen as part of our wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. We believe that, during the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

9.2 We acknowledge that, from 1 July 2015, specified authorities, including all schools, are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty, the details of which are expanded upon in Appendix 2 and its sub-sections.

9.3 In outline, the statutory Prevent guidance summarises the requirements on schools in terms of four general themes – risk assessment, working in partnership, staff training and IT policies:

- We assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Given the demographic of the school and the wider area, with few children identifying as being part of any religious denomination and the majority being White British, the most likely risk of radicalisation affecting our children is more extreme right wing political views, including White Supremacists. Children at risk may be identified by displaying a marked intolerance of other racial groupings and a tendency towards repeating extreme comments and views in the classroom or playground. Concerns should be reported to the Designated Person in accordance with other safeguarding procedures.
- The Governors work in partnership with the staff and other bodies, such as those of the Local Safeguarding Children Board (LSCB).
- All staff have to confirm, annually, that they have read this policy, that they are aware of who the Designated Persons are and are aware of the content of ‘Keeping Children Safe in Education’ Part 1. Staff are provided with a copy of this annually. At Bisham C of E Primary, we also ensure that the designated Persons undertake Prevent awareness training and are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- We ensure that children are safe from terrorist and extremist material when accessing the internet in school by ensuring that robust filtering of web-traffic is in place (through Untangled) and we also teach children about online safety more generally as part of our Computing Curriculum.

10. Whistleblowing

10.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

10.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. RBWM ‘Raising Concerns at Work (Whistleblowing Policy) for Schools’ is available from the school office and sets out the actions to be taken.

10.3 Any member of staff who feels that their concerns are not being addressed, can contact the NSPCC and use their whistleblowing helpline.

11. Physical Intervention

11.1 Our policy on physical intervention by staff is set out separately, as part of our
Behaviour Policy. It complies with Local Authority guidance ‘The Use of Force to Control or Restrain Pupils’ November 2007. This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times, it must be the minimal force necessary to prevent injury to another person.
APPENDIX 1

Role of the Designated Person for Child Protection

1. Making referrals to Children’s Services if there are concerns about a child’s welfare, possible abuse or neglect, whether in the real or virtual worlds.

2. Ensuring that detailed and accurate written records of concerns about a child are kept, even if there is no need to make an immediate referral.

3. Ensuring that all records are kept confidentially and securely and are separate from children’s records, with a front sheet listing dates and brief entry to provide a chronology. An indication of further record keeping should be marked on the child’s general record.

4. Acting as a focal point for staff concerns and liaising with other agencies and professionals.

5. Ensuring that either they or another appropriately informed member of staff attends case conferences or other planning meetings, contributes to the assessment process and provides a report which has been shared with the parents.

6. Ensuring that any absence, without satisfactory explanation, of a child currently subject to a child protection plan is referred to their Education Welfare Officer and the keyworker for the child protection plan immediately.

7. Ensuring that all school staff are aware of the school’s Child Protection, Safeguarding and Digital Safeguarding Policy and procedures and how to recognise and refer any concerns.

8. Keeping themselves up-to-date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years.

9. Ensuring that all staff receive basic Child Protection and E-Safety awareness training at least every three years.

10. Providing an annual report for the Governing Body/IEB, detailing any training undertaken by staff and Governors, number and type of incidents/cases, referrals to Children’s Services and children subject to Child Protection plans (anonymised).

11. Notifying Children’s Services when a child attending the school is privately fostered.

12. Ensuring that any concerns about a child who leaves the school are forwarded under confidential cover to the Designated Person at the child’s new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.
Prevent Within Schools

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable. Schools, working with other local partners, families and communities, play a key role in ensuring young people and their communities are safe from the threat of terrorism.

Safeguarding

Prevent should be seen as part of the existing school or college safeguarding framework; a local approach to ensuring the safety and well-being of all children and young people from birth to age 19. Each area of the UK has adopted their own definition of safeguarding, but these often include the following phrases:

- protecting children from maltreatment; preventing impairment of children’s health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- and taking action to enable children in need have optimum life chances.

The Prevent strategy identifies that young people are more likely are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Extremism

The Government’s Prevent Strategy defines extremism as “Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces.”

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas. The 2014 Government extremism task force identified risks around radicalisation within educational institutions and it is important that Prevent is actively supporting these institutions to protect children from harm and ensure that they are taught in a way that is consistent with the law and British values.

British Values

All maintained schools must meet the requirements set out in Section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools duty to provide SMSC. The Teachers Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

To find guidance on British values within schools, visit:

**Embedding Prevent**

Prevent practitioners have identified that embedding Prevent within schools and colleges is challenging and can often depend on an individual institution’s response to delivering the strategy. This document has been produced to help support Prevent delivery in school and aims to highlight activity and best practice as well as identifying opportunities to manage any potential risks. The tool kit can be used by schools to embed Prevent focusing on key areas such as staff training, partnership working, online safety and safeguarding policies.

**Ofsted**

When assessing the effectiveness of schools, Ofsted inspectors already consider a school’s approach to keeping pupils safe from the risk of radicalisation and extremism, and review the institute’s procedures when it is suspected that pupils are being drawn into extremism or terrorist-related activity.

**How can your school work with the Prevent strategy?**

Educational establishments have a clear responsibility to exercise their duty of care and to protect the welfare of students. It is understood that every school is unique. This means that any engagement or activity conducted under Prevent must be considered in light of local circumstances. Prevent support can be adapted to ensure activity is both appropriate and proportionate. As the strategy identifies, Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, online safety and extreme political views. This means that the strategy can be delivered in a variety of ways depending on the institution, its requirements and the potential risk.

**The Counter Terrorism & Security Act 2015**

The Act places a Prevent duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism”. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies;
- Pupil referral units;
- Registered early years childcare providers;
- Registered later years childcare providers;
- Providers of holiday schemes for disabled children;
- Persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately;
- Persons authorised by virtue of an order made under Section 70 of the deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996.

Schools subject to the Prevent Duty will be expected to demonstrate activity in the following areas –

- Assessing the risk of children being drawn into terrorism;
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies;
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board;
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school.

The self-assessment tool attached at Appendix 2.A can be used as a health check for the Senior Leadership Team within an educational establishment to assess if Prevent has been adopted into their institution’s mainstream processes and if their institution requires any advice and support from their local Police Prevent
Team or partner agencies to reduce their vulnerability. A School Prevent Duty Action Plan template is attached at Appendix 2.C which may assist the Senior Leadership team to deliver against the Prevent Duty.

**Indicators**

The early identification of safeguarding risks and subsequent intervention activity to protect and divert people away from the risks of radicalisation is a key element of the Prevent strategy. Following an assessment of Prevent activity within a school or college, key indicators may be identified which will require further intervention activity within the location. Indicators may include such things as racist graffiti or comments being made on school premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with students or vulnerable students being influenced by others with extreme views.

**Vulnerable Young People**

There is no such thing as a ‘typical extremist’ and those involved in terrorism come from a range of backgrounds and experiences. A list of indicators is attached as Appendix 2.B to provide support for professionals to understand and identify factors that could suggest a child, young person or their family may be vulnerable or involved with extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual’s identity determines their vulnerability to extremism.

Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

**Supportive interventions**

Prevent interventions may take many forms. Police activity can be utilised when delivering intervention activity but more often it is partner agency that can be the most effective form of intervention. Individuals who are identified as being vulnerable to being drawn into any form of extremism that could lead to terrorist related activity may be referred into Prevent for appropriate support.

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**Channel**

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk;
- develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing. To understand more about the Channel Programme further information can be found at the following:


Channel vulnerability assessment – Publications – GOV.UK

There is an online training package that covers Prevent and Channel (approx. completion time is 20 minutes) – [http://course.ncalt.com/Channel_General_Awareness](http://course.ncalt.com/Channel_General_Awareness)
Reporting concerns

Should concerns require support from other agencies, there are a number of ways that issues relating to terrorism and extremism can be reported. These include the following:

- Anti-Terrorist Hotline – 0800 789 321
- Crimestoppers – 0800 555 111
- Relevant Police Force – 101

Social Media

Social media is an increasingly influential part of life, particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremist groups are actively using social media to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting young people from extremist narratives and Prevent can play an active part in this process.

To report any online terrorist related material visit:

Resources and Training

In addition to the Channel training package mentioned above, there are a range of other training materials available.

In support of the Prevent Duty, the Home Office will be making training materials available.

The National Prevent Delivery Unit has created a ‘Prevent Cloud’ containing a number of Prevent awareness products which can be accessed via Google Drive. For further details contact your local Police Prevent Officer.

Find out more

The following resources are available to find out more about the Prevent strategy:


The Prevent Duty:

Prevent duty guidance – Publications – GOV.UK
Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism – this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (March 2013) and Keeping Children Safe in Education (September 2016). Schools and colleges should work with Children’s Services, the Police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on schools to have “due regard to the need to prevent people from being drawn into terrorism”.

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

This self-assessment tool has been developed to aid compliance with the Prevent Duty as a health check for the Senior Leadership Team within a school to assess if Prevent has been adopted into their institution’s mainstream processes. This will identify if their institution requires any advice and support from their local Prevent Team or partner agencies to reduce their vulnerability.
## Prevent Self-Assessment
### Objective: Adoption of Prevent into Mainstream Processes

<table>
<thead>
<tr>
<th>Governance</th>
<th>Owner</th>
<th>Evidence</th>
<th>RAG Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Does the Institution have a nominated Staff (and Governor) Prevent Lead?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Risk Assessment</th>
<th>Owner</th>
<th>Evidence</th>
<th>RAG Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Do the Senior Leadership Team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?</td>
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<tr>
<td>2.2</td>
<td>Is Prevent included within the Institution’s Safeguarding Policy?</td>
<td></td>
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<tr>
<td>2.3</td>
<td>Is Prevent included within the Safer Recruitment Policy?</td>
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<td></td>
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<tr>
<td>2.4</td>
<td>Is Prevent included within the Institution’s Lettings Policy?</td>
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<tr>
<td></td>
<td>Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?</td>
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<tr>
<td>2.5</td>
<td>Is Prevent included within the Institution’s Visitor Policy?</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Are due diligence checks conducted on visitors to the school?</td>
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</tr>
<tr>
<td></td>
<td>Does the policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within school?</td>
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<tr>
<td>2.6</td>
<td>Is Prevent included within the Institution’s Contractors Policy?</td>
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<tr>
<td></td>
<td>Are due diligence checks conducted on contractors working at the school or providing extra-curricular activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the policy set out clear protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?</td>
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<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Is Prevent an agenda item of relevant meetings/planning processes?</td>
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<tr>
<td>2.8</td>
<td>Is there a clear referral route for vulnerable individuals to receive support through the Channel process?</td>
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</tr>
<tr>
<td>2.9</td>
<td>Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working in Partnership</th>
<th>Owner</th>
<th>Evidence</th>
<th>RAG Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Does the Institution have engagement with wider Prevent work through their local Prevent Partnership?</td>
<td></td>
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</tr>
<tr>
<td>3.2</td>
<td>Is Prevent included within information sharing protocols/MOU?</td>
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</tr>
</tbody>
</table>
3.3 Is the Institution included in an agreed Prevent Partnership Communication Policy?

3.4 Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?

3.5 Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?

### Staff Training

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Does the Institution have an annual policy and training review process in place?</td>
</tr>
<tr>
<td>4.2</td>
<td>Does the Institution regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing Body/IEB? Do staff members have sufficient training to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups?</td>
</tr>
<tr>
<td>4.3</td>
<td>Are staff members aware of Prevent issues and the referrals process into the Channel process?</td>
</tr>
</tbody>
</table>

### Safety Online

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Does the school IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the internet in school?</td>
</tr>
<tr>
<td>5.2</td>
<td>What processes and procedures are in place to ensure children use the internet responsibly?</td>
</tr>
<tr>
<td>5.3</td>
<td>Do staff, children and carers receive any Internet safety Awareness training?</td>
</tr>
</tbody>
</table>
APPENDIX 2.B

**Indicators**

**Vulnerability:**

- Identity Crisis – Distance from cultural/religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life;
- Criminality – Experiences of imprisonment; poor resettlement/reintegration; previous involvement with criminal groups.

**Access to extremism/extremist influences:**

- Is there a reason to believe that the child/young person associates with those known to be involved in extremism – either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)?
- Does the child/young person frequent, or is there evidence to suggest they are accessing the internet for the purpose of extremist activity (e.g. use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)?
- Is there a reason to believe that the child/young person has been or is likely to be involved with extremist/military training camps/locations?
- Is the child/young person known to have possessed or is actively seeking to possess and or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the child/young person sympathise with or support illegal/illicit groups (e.g. propaganda distribution, fundraising and attendance at meetings)?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit (e.g. propaganda distribution, fundraising and attendance at meetings)?

**Experiences, Behaviours and Influences:**

- Has the child/young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/young person from within or outside the UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate from those that sympathise with or support extremist activity.
- Has there been a significant shift in the child/young person’s behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?
Travel:

- Is there a pattern of regular travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for an extensive period of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

Social factors:

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there any evidence that a significant adult or other in the child/young person’s life has extremist views or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Articulating support for extremist causes or leaders;
- Accessing extremist websites, especially those with a social networking element;
- Possessing extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining extremist organisations;
- Significant changes to appearance and/or behaviour.

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer
## School Prevent Duty Action Plan Template

<table>
<thead>
<tr>
<th>Area of responsibility</th>
<th>Actions to be taken</th>
<th>Outcome</th>
<th>Deadline</th>
<th>Update</th>
</tr>
</thead>
</table>
| Leadership and values  | • Creation of a ‘Statement of Values’ that respects learner and staff diversity, encourages freedom and openness and promotes learner voice;  
• Development of rigorous recruitment policies which include core School values;  
• Key individuals are appointed amongst governors, managers and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation;  
• Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up-to-date risk assessment.                                                                                                                                       | • A safe learning environment is created across the School, behaviours which harm the ability of different individuals and groups to work together are challenged;  
• All new staff are aware of the School’s expectations and subscribe to its values;  
• The School leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided;  
• Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to SLT. |          |        |
| Partnership            | • Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to co-ordinate information sharing between different departments and curriculum areas;  
• Development of links with other Schools on the agenda;  
• Development of links between key School staff/governors and external partners, including the Local Authority and the Police.                                                                                                                                                                                                 | • School communication and the sharing of concerns relating to extremism or radicalisation are co-ordinated effectively;  
• The School is able to benefit from existing best practice and resources;  
• The School shares information and is able to access statutory assistance where necessary to support vulnerable individuals.                                         |          |        |
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<tr>
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</table>
| Safeguarding and pastoral care | • Inclusion of radicalisation and extremism within safeguarding policy and procedure including a reference to the Channel process;  
• Development and implementation of rolling cross-organisation training plan to increase organisational awareness;  
• Consideration of a School safeguarding panel to assess and manage concerns relating to extremism and radicalisation;  
• Inclusion of a whistleblowing mechanism within the safeguarding procedures;  
• Inclusion of sub-contracted education providers within the safeguarding procedures | • All are aware of the safeguarding procedure and that radicalisation is included within it;  
• All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism;  
• A whole school approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation;  
• Staff feel confident and protected in raising any concerns which may place the safety of learners at risk;  
• Learners are protected whilst they are studying or working externally to the School. | | |
| Student and learner resilience | • Include activities within existing lesson structure to enhance student and learner resilience, for example, internet safety sessions and activities to improve critical thinking skills;  
• Raise awareness and confidence amongst tutors and enrichment colleagues about the importance of critical thinking skills;  
• Raise awareness of all colleagues and students or learners about their personal responsibility in the online space, particularly around freedom of speech;  
• All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation;  
• Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities. | • Students and learners have good critical engagement skills and understand how to verify information online and the reasons why they should;  
• Students and learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the School;  
• All are aware of their individual responsibilities in the online space, especially regarding freedom of speech;  
• All learners are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement.  
• Learners understand what the School values mean in practice | | |
<table>
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<tr>
<th>Area of responsibility</th>
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<th>Outcome</th>
<th>Deadline</th>
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</table>
| Internet Safety        | • Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material;  
  • Deliver awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like;  
  • Raise awareness of colleagues and students or learners about updated code of conduct, reasons why and an explanation of how the policy was developed;  
  • Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through school servers. | • Colleagues understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material;  
  • Learner study of extremism and terrorist material for legitimate purposes is protected;  
  • Students and learners understand the risks attached to accessing terrorist and extremist material online and understand the institution’s duty and processes in these areas;  
  • Learners are safe from accessing extremist or terrorist materials whilst using School servers. | | |
| Reputation and brand   | • Development of policies which outline when the School’s branding can be used and the responsibilities which come with its use;  
  • Development of a protocol for monitoring the School’s online presence which includes reference to terrorism and extremism;  
  • Delivery of awareness raising training to communications colleagues;  
  • Delivery of awareness raising to all administration, teachers and students or learners advising of responsibility in the online space. | • Any references to the School online are picked up quickly and referred for action if they have links to terrorist/extremist material;  
  • School administrators, tutor and learners are aware of their responsibility in the online space regarding the School’s brand and reputation. | | |
<table>
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</table>
| School environment     | • Development of policies governing events organised by staff, learners or visitors on School premises;  
• Creation of a code of conduct policy and communication plan for setting expectations on learner behaviour;  
• Development of a policy governing the display of materials internally at the School;  
• Development of a protocol to manage the layout, access and use of any space provided for the purposes of payer and contemplation including an oversight committee or similar. | • The School does not host events or speakers supportive of, or conducive to, terrorism;  
• Learners are aware of the conduct expected by the School in creating a safe space for all groups on site;  
• A safe learning space is created, avoiding the display of inappropriate materials;  
• Prayer and contemplation space is accessible to all learners on an equal basis and the School is aware of and able to manage any risks associated with the space. |          |        |