Pathways

ASCL Association of School and College Leaders

A Guide to Safeguarding: Radicalisation and Extremism

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Oxford OWL

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Anna Cole is Parliamentary and Inclusion Specialist at the Association of School and College Leaders (ASCL). Anna is a law graduate and qualified solicitor. Before joining ASCL in 2007, Anna worked as a solicitor in private practice and law centres specialising in family, employment and Human Rights law and in the policy departments of the National Council for One Parent Families and Liberty. Anna works within ASCL's policy agenda to develop and deliver strategies for influencing policy and legislation. As well as education-related legislation Anna holds the ASCL brief in respect of radicalisation and extremism, equalities, SEND and mental health.

Who is this guide for?

This guide is intended to support school leaders and governors in primary schools in Britain to fulfil their duties to safeguard all children from extremism and radicalisation, known as the Prevent duty. The duty is backed up by the Prevent Statutory Guidance.

This guide does not provide a complete or comprehensive framework that will ensure compliance with all duties set out in each of the legislative frameworks referred to in the guidance. School leaders and governors should also read the statutory guidance. For more information see Further reading.

Introduction

Children of all ages are vulnerable to a range of risks as they grow up. All school staff have an important role to play in safeguarding all pupils from any safeguarding concern as outlined in statutory safeguarding guidance for schools.

Even young children may be exposed to extremism in their day-to-day life or online. Since July 2015, schools have had an explicit responsibility to protect all children from such risks. Safeguarding children from extremism and radicalisation should be viewed within the context of the wider safeguarding duties of the school to promote the welfare of children and protect them from harm.

> **"**The Headteacher and senior staff need to lead on this issue and need to address it in a way which is appropriate for their particular school. Each school's context is so different that one approach or set of resources won't be appropriate. It can be a challenging area and a whole new set of knowledge and skills are needed. We need to be ready to stay open to learning as issues emerge and evolve.**"**
>
> **Patsy Kane, Executive Headteacher of the Education and Leadership Trust, Manchester**

Defining extremism

In the *Prevent Duty Guidance*,[1] extremism is defined 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.* **"**

It includes all forms of extremism including Islamist extremism and the extreme far right. Both Islamist-inspired and far-right extremism rely on a "them and us" mentality.

Building resilience

Schools can create resilience to radicalisation and extremism in their pupils by:

→ maintaining a safeguarding culture that protects children and staff and teaches children how to manage risk, resist pressure and make safer choices

→ maintaining a broad and balanced curriculum underpinned by a well understood school ethos and values which respect and value all children and adults

→ modelling and encouraging open discussion and debate

→ promoting fundamental British values and equalities

→ developing pupils' critical-thinking skills.

The counter terrorism strategy

A new duty "to have due regard to the need to prevent people being drawn into terrorism" known as the "Prevent duty" was introduced in school by the Counter Terrorism and Security Act 2015 on 1st July 2015. The duty is part of the government's wider counter terrorism strategy, which is called CONTEST. It was first developed by the Home Office in early 2003 and is regularly revised and updated.

The Prevent Duty has three specific strategic objectives:

1. Tackle the causes of radicalisation and respond to the ideological challenge of terrorism.

2. Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support.

3. Enable those who have already engaged in terrorism to disengage and rehabilitate.

Schools are only likely to be involved in the Prevent aspect of CONTEST, which is before any crime has taken place, to stop people becoming terrorists or supporting terrorism.

The Prevent duty

The Counter Terrorism and Security Act 2015 introduced the Prevent duty on schools and the other specified authorities "to have due regard to the need to prevent people being drawn into terrorism". "Due regard" is defined as placing appropriate weight on the duty when considering all the other factors relevant in carrying out "usual functions".

The duty is on all "specified authorities" in England, Wales and Scotland and includes all schools and nursery schools (maintained, academies, independent and all faith schools) across all phases.

The Prevent duty represents the "pre-criminal space". A referral to Prevent does not criminalise the child or adult referred.

What does the Prevent duty mean for schools?

The Prevent duty is part of the school's safeguarding duties and should be understood by all staff. It should sit alongside existing processes and procedures to meet the safeguarding responsibilities specified in *Keeping children safe in education* and *Working together to safeguard children*.

Doing nothing is not an option. Ofsted, Estyn or the independent inspectorates will monitor compliance with the new duty.

Ofsted is clear that a school that has pupils with extremist ideas can have outstanding practice because it is addressing the issues, while a school that believes it has no problems and is doing nothing can fail in its Prevent duty.

> **"** *I delivered training on radicalisation and extremism to hundreds of school leaders around the UK in 2015/6, mostly in the secondary sector. Many of whom have reported a recent increase in casual racism and Islamophobia in their schools.* **"**
>
> **Anna Cole, ASCL Parliamentary and Inclusion Specialist**

The Channel programme

Channel forms a key part of the Prevent strategy. Channel panels are government-funded multi-agency panels offering early intervention for those considered vulnerable to radicalisation.

The success of the Channel programme depends on the co-operation and coordinated activity of partners. It works best when individuals and families fully engage with the programme.

Channel panels are made up of local partners from the "specified authorities": local authority, education, health, social services, children's and youth services, probation and the police. Channel panels use existing collaboration between the specified authorities and the local community to:

→ identify individuals and families at risk of being drawn into terrorism

→ assess the nature and extent of that risk

→ develop a package of support for those considered vulnerable.

Support plans and specific interventions may include mentoring, parenting support, and ideological or theological interventions to deliver a counter-narrative.

Channel is not about gathering intelligence nor does it criminalise children or adults.

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The Prevent duty in your school

Prevent duty: requirements for schools

As a minimum all schools must:

➔ carry out a risk assessment

➔ carry out safeguarding duties in partnership with others including the Local Safeguarding Children Board (LSCB) and where appropriate the Channel panel

➔ have robust and regularly reviewed safeguarding policies, procedures and interventions

➔ train staff

➔ have a robust e-safety policy and appropriate filtering.

How do I carry out a risk assessment?

The risk assessment must consider the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The school will need to demonstrate both an understanding of the risks affecting children in the school and an understanding of how to identify individual pupils who may be at risk and ways in which they can support them.

All risk assessments under Prevent must be shared with local partners and must take into account the risks for individual schools in light of the risks in the local area. Each school will need to understand the risks relevant to their pupils and their school community. The local authority and the local police will be able to provide practical information to help you understand the risks in your area. You will need to adapt your schools safeguarding policies to reflect the requirements of your local area.

All schools will also need consider the risk of online radicalisation for pupils presented by extremist groups who use social media and the internet to recruit children and young people.

Who do I need to work in partnership with?

Your safeguarding arrangements should already take into account the policies and guidance of the Local Safeguarding Children Board (LSCB). To implement the Prevent duty, schools will need to build on existing local partnership arrangements, including those with the LSCB, local authority and parents/carers. Depending on your circumstances you may also work with the local Channel panel and/or local police service. Local authorities are a vital partner for all aspects of Prevent work.

Effective arrangements with parents/carers and families can often be key to spotting signs of radicalisation.

What policies and procedures do I need?

You need to have robust and regularly reviewed safeguarding policies, procedures and interventions. Your policies must include the means to identify individual pupils who may be at risk, when to refer and to whom and clear protocols for the suitability and supervision of all visitors to school.

Do I need an extremism/radicalisation policy?

There is no requirement for a separate extremism/radicalisation policy. In most cases it is better to detail how the school deals with the risks of extremism and radicalisation across all other relevant school policies, e.g. as part of existing safeguarding, staff training, e-safety, behaviour, curriculum and equalities policies.

What training do staff need?

Staff should be trained to identify pupils at risk of being drawn into extremism and radicalisation, and to know how and when to refer a pupil about whom they have concerns. Staff should also develop the knowledge, skills, awareness and confidence to challenge extremist ideas.

School leaders should assess the training needs of staff in light of the level of risk in the school. As a minimum, the designated safeguarding lead should undertake Prevent awareness training and be able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Free training is available to all schools in the form of a two-hour Workshop to Raise Awareness of Prevent (WRAP). See Further reading for information about available resources, including online training for staff and governors.

What about e-safety?

Extremist groups are often expert at using social media and online communication to draw in children. Internet sites dedicated to young children can even be infiltrated by extremist groups.

As a minimum you must have a robust e-safety policy and appropriate filtering to ensure that pupils are safe from extremist material when accessing the internet while at school.

You should also equip pupils to stay safe online even when they are not at school through the values and ethos of the school, by teaching pupils to be critical thinkers, and by fostering and modelling positive relationships.

Where can I get more advice?

You can contact your local Prevent Officer, local authority, the Department for Education (DfE) counter-extremism helpline or dial 101 (the non-emergency police number) to get further advice. They can talk to you in confidence about your concerns and help you gain access to support and advice, which may include an referral to your local Channel panel.

If you think a child is in immediate danger and may be planning to travel to join an extremist group, either alone or as part of a family unit, or if you see or hear something that may be terrorist related, call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321.

## What to do if there are concerns

If there are concerns that a pupil is being or has been radicalised, the school should follow its standard safeguarding procedures.

Step 1: Staff should consult other staff members including the school's designated safeguarding lead, talk to the child and, where appropriate, to parents/carers.

Step 2: If the concerns are not resolved internally the next step is to work in partnership with the LSCB or the Channel panel.

Prevent duty checklist

→ Are leaders, teachers and governors aware of any risks associated with any forms of extremism and radicalisation in the local area?

→ Can we demonstrate evidence of co-operation with local Prevent coordinators/the police/local authority and other relevant agencies?

→ Have staff and governors received training on the Prevent duty, including guidance on identifying pupils at risk of being drawn into terrorism, and challenging extremist ideas?

→ Do staff understand when to make referrals concerning radicalisation and/or extremism?

→ Have we updated relevant policies (e.g. safeguarding, staff training, e-safety, behaviour, curriculum and equalities policies) to take the Prevent duty into account?

→ Have we applied internet filters to ensure that pupils are safe from terrorist and extremist material when accessing the internet at school?

→ Do we have clear protocols to ensure visitors are suitable and appropriately supervised?
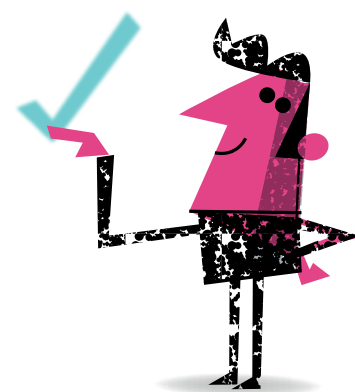
Safeguarding culture

A values- and ethos-driven school

Safeguarding children from radicalisation and extremism is just one aspect of the school's safeguarding duties. The school ethos and values are at the heart of everything the school does and stands for. This should incorporate equalities, positive relationships, and an inclusive whole-school approach that emphasises respect and celebrates diversity with particular regard to the protected characteristics set out in the Equality Act 2010.

The school needs to create a safeguarding culture that protects all pupils and staff with the basic premise that all the adults in a child's life are guardians of their safety. Schools also have a responsibility to teach children to manage risk, resist pressure, make safer choices and ask for help when they need it.

The safeguarding policy should be closely linked to the ethos of the school, to ensure that pupils are treated with respect and dignity and taught to treat each other with respect, and to ensure that they feel safe, and are listened to.

Who is vulnerable?

The *Channel Duty Guidance*[2] says:

> **❝** *There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading.* **❞**

The factors that make children vulnerable to becoming radicalised are the same as those that may make them vulnerable to all sorts of abuse.

> **❝** *Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.* **❞**

How does someone become radicalised?

The process of radicalisation can take place over an extended period or can happen very quickly. It can happen through meeting someone face-to-face or online, usually both.

What makes someone more or less vulnerable to extreme views?

Research has found that in the background of people drawn into extremist ideas there is usually a grievance, either personal, family, social or political.

A lack of positive relationships at home or school may make a child more vulnerable to extreme views because they are not exposed to alternative arguments, or because their own views are not challenged.

Academic ability offers no immunity but children can develop resilience to being drawn into extreme narratives by having a good grounding in history, politics and different religions. Primary schools have an essential role in laying these foundations.

For some vulnerable children, school may be the only place where their own views are challenged and where they are exposed to alternative views.

What are the risk factors?

A common-sense approach is needed. Look out for changes in behaviour and attitudes which can be sudden or come on slowly, they may include what the child says or does such as writing or art work promoting extremist messages, voicing opinions drawn from extremist ideologies and narratives of hate. A pupil may become more secretive, withdrawn, depressed, aggressive, or isolated.

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British values

Promoting British values

The duty to promote British values as part of spiritual, moral, social and cultural development (SMSC) was introduced to schools in November 2014. School leaders must consider how the curriculum, policies and practices of the school promote British values and ensure that this work is embedded across the school. Actively promoting the values means challenging opinions or behaviour in school contrary to fundamental British values. For most primary schools this is likely to be something that they already do.

What are British values?

The government set out its definition of British values in the 2011 Prevent strategy as:

➜ democracy

➜ the rule of law

➜ individual liberty

➜ mutual respect and tolerance of those of different faiths and beliefs.

Are these values 'British'?

Concern has been expressed about use of the term "British" to describe these fundamental values. It is not required to use the term "British" when incorporating the values across the curriculum and school life. Be aware that viewing the values primarily through the lens of government counter-terrorism strategy could potentially make some communities, particularly members of the Muslim community, actually feel more excluded from British life.

Does the curriculum actively promote British values?

Actively promoting also means challenging pupils, staff or parents who express opinions contrary to fundamental British values.

Consider ways to give all pupils a strong sense of identity and understanding that they belong in Britain and that Britain belongs to them and find ways to link the values to different cultural and faith contexts.

There are many resources available, including lesson plans and multi-media resources to help schools address issues relating to British values in an engaging and age-appropriate manner. See Further reading.

Can you provide evidence against each value?

Schools are expected to focus on, and be able to show how their work with pupils is effective in embedding fundamental British values, you can do this by mapping what you are doing to promote each of the values across the curriculum and throughout the school.

The Equalities Act 2010

Children, like adults, have the right to be protected from discrimination based on the protected characteristics of age, race, gender, disability, religion and belief, gender reassignment, sexual orientation and marital status as defined by the Equalities Act 2010.

Equalities should be tied in to the school values and ethos. As well as protecting against discrimination, the school should promote equality of opportunity and foster good relations between those with a protected characteristic and those without. A school with explicit and well understood values which are modelled across the school and in the relationships amongst and between staff and students and a school culture that encourages and fosters open debate and discussion can give pupils the skills and confidence to challenge prejudices, stereotypes, injustice and unfairness.

Equalities checklist

➔ Are we actively promoting equalities?

➔ Have we published our equalities objectives?

➔ Have we considered the equalities impact of all key decisions?

➔ In our commitment to be culturally sensitive could we have breached curriculum breadth and/or compromised equalities law?

➔ Do we monitor bullying, and respond to all types of prejudice-related incidents and derogatory language?

Developing pupils' attitudes and skills

Critical thinking skills

Pupils with developed critical thinking and analysis skills are able to make informed choices that help them to resist pressure and make safer choices and help build resilience to extremism. Critical thinking skills should be embedded across the curriculum so that children become critical, selective, questioning, discerning, reflective and independent learners.

Holding difficult conversations

The government is clear that the Prevent duty is not intended to stop pupils discussing controversial issues and the Prevent strategy encourages schools to create a curriculum and learning environment that enables teachers to facilitate discussion of controversial issues and create a safe place for pupils to air grievances and openly discuss issues that concern them including, in an age-appropriate way, exploring their own identities and how these relate to the diversity of the society in which they live. Schools should seek to provide a safe environment where pupils are encouraged to discuss a wide range of social and political issues while modelling open conversations at all levels. For many children school may be the only place where they hear an alternative point of view.

> **"**Preventing terrorism will mean challenging extremist (and non-violent) ideas that are also part of a terrorist ideology. **"**[2]
>
> **Channel Duty Guidance**

A broad and balanced curriculum

The concept of a broad and balanced curriculum covers everything a child learns and the total experience each child has while at school. As well as the formal learned curriculum, a broad and balanced curriculum includes the pedagogy, attitudes and beliefs of teachers and staff, the gaps between lessons, the approach to behaviour, uniform, punctuality and attendance, the offer of extra-curricular activities and opportunities, the pastoral care and support and all communications and public statements made by the school.

Teaching should equip pupils with the age appropriate skills and knowledge to explore relevant political and social issues critically, to weigh evidence, debate and make reasoned arguments. This may take the form of a class debate about a current or fictitious issue which has captured the children's interests such as the rights and wrongs of whaling or recycling. Although citizenship is not compulsory for primary schools, much of what they do would also prepare pupils to take their place in society as responsible citizens.

Curriculum checklist

➜ Is your curriculum broad, balanced and relevant?

➜ Does it provide opportunities for pupils to develop the attitudes and skills they need for life in modern Britain?

Keeping safe online

Keeping pupils safe from risks posed by terrorist exploitation of social media should be approached in the same way as safeguarding pupils from any other online abuse. The school should have an e-safety policy.

While schools will have all the appropriate filters in place, there may be occasions when you want pupils to look up controversial information in a safe environment, in order for them to understand it for themselves.

> "Specified authorities will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering." [1]
>
> **Prevent Duty Guidance**

Involving parents and carers

There is great work going on around the country with schools using pupils to teach staff and parents about the internet and social media. Schools can bring parents/carers in to have those discussions and also to encourage them to supervise online activity and speak to their children about they are doing online.

The "echo chamber" effect of social media

The "echo chamber" effect means that online information, ideas and beliefs can be repeated and reinforced in an enclosed system where competing views are not heard. This can happen on social media networks where individuals are able to choose who to follow or "friend" and means that they see the same ideas repeated.

The government and police work closely with the communications industry to remove extremist and terrorist content from the internet all the time. Children who have not have searched for extremist material can still come across it online as extremist content can be tagged to all sorts of sites including those targeted at the very young.

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The role of the governing body

The governing body and the Prevent duty

Governing bodies are the strategic decision makers and vision setters for the school and play a vital role in creating robust accountability for school leaders.

The governing body has a duty to ensure that the school meets its statutory responsibilities and that the children and young people attending the school are safe. This includes ensuring that schools prepare pupils for life by building their character and resilience and by implementing their Prevent duty to protect them from the risks of extremism and radicalisation.

The statutory guidance, *Keeping children safe in education*,[3] places statutory requirements on all governing bodies to make sure their school has policies and procedures in place and takes into account any statutory guidance, any local authority guidance and locally-agreed inter-agency procedures, including the Prevent statutory guidance. All governors will not be expected to have detailed knowledge of the Prevent duty but should all be aware of it.

Who in the governing body is responsible?

Each governing body must decide for itself how to organise their strategic and monitoring functions. They may decide to allocate individual governors to be responsible for specific areas, e.g. safeguarding or child protection but it is not statutory that they do so. This means that a named governor, a committee or the whole governing body may be responsible for monitoring the school's compliance with Prevent as part of their wider duty to monitor safeguarding.

The school's child protection policy should be reviewed annually by the governing body. *Keeping children safe in education* says that governing bodies should work with the designated safeguarding lead to ensure that safeguarding procedures and their implementation are updated and reviewed regularly.

Do governors need training on the Prevent duty?

The answer to this is not clearly spelled out in the Prevent duty or the *Governance handbook*. There is, however, an expectation on the school to demonstrate that it has considered what training is appropriate for governors, leaders and staff. The governing body should consider the need for Prevent training for governors and, at a minimum, arrange training for the governor responsible for Prevent (generally the governor responsible for safeguarding).

Governance checklist

→ How is the school ensuring that it keeps pupils safe from, and building their resilience to, the risks of extremism and radicalisation?

→ What arrangements are in place to ensure that staff understand and are implementing the Prevent duty?

See Further reading for training providers and further guidance for governors.

What if there are concerns about a governor or a potential governor?

The *Governance handbook* makes clear that swift action should be taken to suspend from office any governor who acts to undermine fundamental British values or the board's commitment or ability to deliver its Prevent duty.

Evidence, monitoring and enforcement

Ofsted and safeguarding

How well your school is safeguarding children from radicalisation and extremism will be judged by Ofsted in England, Eystn in Wales or if you are an independent school by whomever inspects you.

Open dialogue

In England the *School inspection handbook*[4] and the Ofsted guidance for inspectors contains information on safeguarding pupils from radicalisation and extremism. Ofsted have made clear that their expectation is that good practice is where schools look for opportunities for young people to have discussions about controversial issues.

Role of leaders and governors

The Ofsted guidance makes explicit the role of leaders and governors in creating a safeguarding culture. It says there should be a clear approach to implementing the Prevent duty and keeping children safe from the dangers of radicalisation and extremism so that children are able to understand, respond to and calculate risk effectively, including risks associated with radicalisation and extremism, and are aware of the support available to them.

The *School inspection handbook* includes within the grade descriptors for leadership and management reference to the promotion of safe practices and a culture of safety, including e-safety.

Pupil awareness

Inspectors are encouraged to include e-safety in their discussions with pupils and to explore what pro-active and reactive measures the school takes to promote safe use and combat unsafe use.

Teaching and learning

Inspectors will also look for evidence under behaviour and safety and quality of teaching, learning and assessment, e.g. to have outstanding teaching and learning the *School inspection handbook* says:

> 66 *Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.* 99

Bullying and discriminatory behaviour

When inspecting safeguarding, inspectors are advised to consider issues such as radicalisation, extremist behaviour and prejudice-based bullying. Ofsted will consider whether pupils are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Ofsted will want to see that discriminatory behaviour is challenged and that support is given to pupils about how to treat others with respect.

Inspection checklist

→ Do staff understand their role and the responsibilities they have in terms of safeguarding?

→ Do children understand and embrace the school ethos and values? Can you evidence this?

Further reading

Useful resources

Government advice and support

Anti-Terrorist Hotline 0800 789 321

DfE (updated 2018) *Working together to safeguard children: Statutory guidance on inter-agency working to safeguard and promote the welfare of children*. London: DfE, © Crown Copyright 2018
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Counter-terrorism strategy (CONTEST) 2018
https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018

HM Government (2012) *Channel: vulnerability assessment framework*. London © Crown Copyright 2012
https://www.gov.uk/government/publications/channel-vulnerability-assessment

DfE (2014) Guidance on promoting British values in schools
https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published

DfE (updated 2018) *The Equality Act 2010 and schools Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act. Departmental advice for school leaders, school staff, governing bodies and local authorities*. London: DfE, © Crown Copyright
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

DfE and Nicky Morgan (2015) New safeguarding advice for schools and childcare providers
https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers
This document includes social media guidance.

Educate against hate
https://educateagainsthate.com/
This government-backed web resource, *Educate against Hate*, has lots of useful resources and links to useful organisations.

ASCL guidance papers

ASCL (updated 2018) *Statutory Duties Related to Safety, Safeguarding and Radicalisation*
https://www.ascl.org.uk/help-and-advice/guidance-papers/ascl-guidance-paper-statutory-duties-related-to-safety-safeguarding-and-radicalisation.html

ASCL (updated 2018) *An Exploratory Evaluation Framework: safety, safeguarding and radicalisation*
https://www.ascl.org.uk/help-and-advice/guidance-papers/ascl-guidance-paper-an-exploratory-evaluation-framework-safety-safeguarding-and-radicalisation.html

Other advice and support

Citizen Foundation resources for teaching British values
http://www.doingsmsc.org.uk/british-values/

Families Against Stress and Trauma
https://familiesmatter.org.uk/

Unicef: Rights respecting schools
https://www.unicef.org.uk/rights-respecting-schools/

CPD and training

The government has provided a catalogue of training courses on the Prevent duty, some of which can be done online and some of which are free. You can find them at https://www.gov.uk/government/publications/prevent-duty-catalogue-of-training-courses or email WRAP@homeoffice.x.gsi.gov.uk

Hanif, K. (2015) Respect and Prevent
https://www.pearson.co.uk/prevent.html

Channel General Awareness training
http://course.ncalt.com/Channel_General_Awareness/01/index.html

E-safety

See also **Government guidance** section on previous page.

Advice, training and resources for online safety from the National Crime Agency, including guidance on how to make a report if you are worried that someone is being abused online. https://ceop.police.uk/

UK Safer Internet Centre http://www.saferinternet.org.uk/

Ofsted

Ofsted (updated 2018) *Inspecting safeguarding in early years, education and skills* (160047). Manchester: Ofsted, © Crown Copyright 2016
https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015

Governors

DfE and National College for Teaching and Leadership (updated 2017) *Governance handbook: For trustees of academies and multiacademy trusts and governors of maintained schools*. London: DfE, © Crown Copyright 2015
https://www.gov.uk/government/publications/governance-handbook

The Education and Training Foundation for FE governors outlining the Prevent duty
https://www.foundationonline.org.uk/course_files/prevent/governors/5a.html
Much of the information is transferable to primary school governors.

About the Association of School and College Leaders (ASCL)

The ASCL aims to be the first choice professional association and union for all school, college and system leaders. It works to shape national education policy, provide advice and support to members and deliver first class professional development.

You can find out more about how ASCL supports primary school leaders here.

Oxford University Press resources

School Improvement Pathways

School Improvement Pathways provides the structure, the research and the resources to drive improvement forward in your school – in an easy-to-use online system. There are over 20 Pathways, each guiding you through four key steps to address a different school improvement issue.

Find out more about School Improvement Pathways

Endnotes

1 HM Government (2016) *Prevent Duty Guidance* https://www.gov.uk/government/publications/prevent-duty-guidance

2 HM Government (2015) *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism: Statutory guidance for Channel panel members and partners of local panels*. © Crown Copyright 2015, page 3 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

3 DfE (updated 2018) *Keeping children safe in education: Statutory guidance for schools and colleges*. London: DfE, © Crown Copyright 2016 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

4 Ofsted (updated 2018). *School inspection handbook* (150066). Manchester: Ofsted, © Crown Copyright https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015

Oxford School Improvement

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