

Safeguarding News

Spring Term 2018

Prevent Edition

Foreword

Please let me take this opportunity to introduce myself and to thank everyone for giving me such a warm welcome to Barnet. I have been here a little over a month and have already been invited to several schools to advise leaders on how best to meet the Prevent Duty, develop policy and procedure and safeguard vulnerable people from radicalisation and exploitation.

I am the Prevent Education Officer and my role is to provide advice, guidance and support to schools and other educational institutes on compliance with the statutory Prevent Duty. Along with the Prevent Coordinator, I promote the Prevent strategy across Barnet in educational institutes keeping up-to-date with changes and guidance issued by the Office for Security and Counter Terrorism (OSCT) and the Department of Education (DfE). This includes training school staff, governors and managers, in particular WRAP (Workshop Raising Awareness of Prevent), to equip them with the knowledge and confidence to identify and refer children vulnerable to the risk of exploitation and to be able challenge extremist ideas.

Please get in touch and let me know what gaps in resources you are experiencing and how you would like my role to develop to support you going forward.

I work with education providers to identify appropriate resources and embed Prevent in the curriculum, increase pupil resilience to radicalisation, promote Fundamental British Values through SMSC and to address gaps in resource provision, for example additional resource for parents. I have regular and proactive contact with the DfE, OSCT and Her Majesties Inspectorate, gaining current information on extremism and radicalisation that may impact on education settings and young people, as well as sharing information on the effectiveness of Prevent in the local area, including providing regular information about prevalent trends.

My aim is to ensure all educational institutes, schools, colleges, children centres, nurseries and other professionals such as foster carers and childminders, have the relevant skills, adequate resources, policies and procedures to safeguard every child and vulnerable person from being exploited by ethical, political, cultural or religious ideologies and stop them from being drawn into violent extremism or terrorism.

My role falls outside the BPSI so training and advice will not deplete your hours for traded services.

This edition of **Safeguarding News** will focus on the Prevent Duty offering tips and hints to delivering Fundamental British Values through Spiritual, Moral, Social and Cultural development and building resilience and critical thinking skills. It will contain links to resources, guidance and details for main contacts in the Prevent team for Barnet.

I wish you all a happy end of year break and look forward to meeting you all next year, please contact me to arrange a visit.

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1. The Prevent Duty

The education sector has a vital role to play in the successful delivery of Prevent objectives. Keeping Children Safe in Education (DfE, 2016) says that protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

Protecting children from risks of radicalisation has been part of a school's existing safeguarding duties for some time and is the same as protecting children from other safeguarding concerns (e.g. grooming, sexual exploitation, neglect, gang involvement etc.), whether these come from within the home or are a product of outside influences. Referrals made in relation to safeguarding concerns for children and young people that may be at risk of radicalisation are made in the same way as other safeguarding issues. If there is a risk of immediate harm or danger to a child or young person, you should contact the Police via 999. All other referrals should be made through the Multi Agency Support Hub, [MASH](#), 020 8359 4066 or the emergency duty team; 020 8359 2000.

Please read the DfE Prevent Duty [Departmental guidance](#). **The four general themes the guidance covers are risk assessment, working in partnership, staff training and IT policies.** For frontline staff, this amounts to having a general understanding of the risks facing children in relation to supporting extremist and terrorist ideologies, and more importantly, a good understanding of how to support children at risk of radicalisation and what to do if you are concerned about a child.

Risk assessment – assessing the risk for children and young people in a school/academy involves understanding the local context and environment – particular risks could include children missing education, local politics etc. Schools need to listen to children, parents, governors and the local community. Identifying risk of radicalisation can be complex as not all “at risk” students are seen as vulnerable. Perhaps the biggest challenge is keeping all children and young people safe online. A risk assessment is a really useful thing for a school to undertake. It is a way of evidencing that a school has identified the risks and put things in place to address these risks. For example; risk = speakers coming to speak to pupils. Solution = due diligence, not allowing them to talk to pupils on their own, DBS check, etc.

Working in partnership - including with the Police, Local Authority and Social Care. Effective engagement with parents/ family is also important as they are in a key position to spot signs of radicalisation and other local associated risks. Schools should be able to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Contact the [Prevent Education Officer](#) for further information regarding relevant local partners.

Staff training – to equip staff to be confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and effectively refer.

IT Policies – schools are required to ensure that children are safe from extremist material when accessing the internet in schools. More generally, schools have an important role to play in equipping children and young people to stay safe online both in school and outside. Does your Network Manager or IT security provider use an Urban Dictionary regularly to check for words that need filtering/blocking?

2. WRAP

WRAP (Workshop to Raise Awareness of Prevent) was developed by the Home Office aimed at frontline staff across agencies working with children and young people e.g. education, social care, police, probation and health. It focusses on vulnerabilities, behaviours, referral pathways and key elements of section 1 of “Keeping Children Safe in Education”. It is a key awareness tool for frontline staff to carry out effective safeguarding duties and to understand their responsibility under the Prevent Duty.

It is worth mentioning here that during a recent Ofsted inspection in a Barnet school, the HMI said staff were expected to have received Local Authority led training, i.e. WRAP.

If your school has not already done so please book a WRAP session with me using the contact details in the foreword. The delivery takes around 45 minutes and can be delivered during staff meetings or inset days.

3. Ofsted

Ofsted now pays a lot of attention to Prevent, FBV’s and SMSC when deciding whether a school is 'outstanding', 'inadequate' or somewhere in between.

Ofsted wants to see a school ethos and climate that promotes 'British Values' at every level. Inspectors will assess ['British values' through SMSC](#), the curriculum and school leadership in three main areas, Effectiveness of Leadership and Management, Quality of Teaching and Assessment and Personal Development, Behaviour and Welfare of Learners.

The following are extracts from the [Inspection Handbook](#) which focuses on this area

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Outstanding descriptors which relate to the prevent duty and British Values: effectiveness of leadership and management.

- Leaders promote equality of opportunity and diversity exceptionally well so that the ethos and culture of the provider counters any form of direct or indirect discriminatory behaviour.
- Leaders, staff and learners do not tolerate prejudiced behaviour. The promotion of fundamental British values is at the heart of the schools work.
- Learners feel safe and know how to raise concerns. The provider is proactive in assessing safeguarding risks and taking action to prevent them. The provider has a strong track record of raising awareness among staff and learners of safeguarding issues, listening to learners’ concerns and acting on them.
- Leaders’ work to protect learners from radicalisation and extremism is exemplary. Leaders respond swiftly where learners are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competency to challenge learners’ views and encourage debate.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT:

Teaching, learning and assessment should promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying.

Outstanding descriptors which relate to the prevent duty and British values: the quality of teaching, learning and assessment:

- Staff are quick to challenge stereotypes and the use of derogatory language, including at work.
- Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF LEARNERS.

Outstanding descriptors: the Prevent duty including the promotion of British values: Personal development, behaviour and welfare

- Staff and learners deal effectively with instances of bullying behaviour and/or use of derogatory or aggressive language. They work pupils to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- The schools open culture actively promotes all aspects of learners' welfare. Learners are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Learners have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- The personal and social development of learners equips them to be thoughtful, caring and active citizens.

4. Supplementary Schools

The department for Education are consulting on a new system for registering and inspecting providers of education outside schools and I am keen to work with these organisations to ensure Barnet is ready for the expected new legislation. If any schools are working in partnership with a provider or are aware of pupils who attend an out of school provision I would be interested to know so I may make contact and introduce myself and the support I am able to offer.

Please forward details to perryn.jasper@barnet.gov.uk

5. Safer Internet Day (SID)

I am delighted to announce that the Safer Internet Day (SID) 2018 [Education Packs](#) and [SID TV films](#) have now been launched. Please follow this link to see how your school can get involved in a [social media campaign](#) on Safer Internet Day.

We want Safer Internet Day 2018 to reach more children, young people, parents and carers than ever, this can be achieved with your support. If you haven't already, don't forget to [register as a supporter](#) now.

There are six Education Packs each with their own age appropriate content and theme:

- A pack for 3 to 7 year olds
- A pack for 7 to 11 year olds
- A pack for 11 to 14 year olds
- A pack for 14 to 18 year olds
- Parents and carers pack
- Information for educators delivering SID activities

6. Act for Youth: Run, Hide, Tell

Counter Terrorism Policing (CTP) have collaborated with specialists from the PSHE Association to take terrorism safety advice into the UK's classrooms and youth organisations for the first time. [Videos and guidance can be downloaded here.](#)

Versions of the new film for Key Stage Three and Four pupils, (ages 11-14 and 15-16), will be the cornerstone of teaching material.

7. Dynamic Lockdown

There is no statutory requirement to have a lockdown policy or procedure. The decision on whether to have a policy, and how comprehensive the procedures need to be, should be based on whether the school feels it is at high risk of a scenario where a lockdown would be necessary. This is particularly relevant for primary schools where RUN HIDE TELL is not suitable. A lockdown procedure can be quite simple and short, could be included as part of the school's policy on emergency planning or evacuations and could relate to a number of scenarios, such as a wild animal onsite or chemical spillage.

Although lockdown does not strictly lie within the **Prevent** remit I am happy to offer advice and guidance along with case studies and experiences informing on how other schools have approached this particular area of health and safety.

8. Safeguarding Children Returning to the UK from Conflict Areas

In recent years, a small but significant number of British children under 18 have voluntarily travelled to conflict zones or have been taken there by their parents.

The situation in some of these areas remains extremely volatile and dangerous. As the condition evolves, and as Daesh (also known as IS or ISIL) loses territory, there are likely to be more British children and families returning to the UK. The law requires all children in England to continue in education or training until their 18th birthday and Barnet Local Authority actively encourage, enable and assist children aged 16-18 to participate in education or training.

Children who have lived and grown up in conflict areas experiencing violence are very likely to have witnessed distressing scenes. It is also possible that children have been exposed to extremist ideology, undertaken military training, or in some cases, been involved in terrorist acts during their time in Syria. British children returning from Syria may have additional needs and vulnerabilities, and may require specialist support.

Schools will be informed before any child is placed of the possibility that they are returning children. In most cases families and children should already be receiving support and have access to care services but should you become aware of any families that are not please contact your [Prevent Education Officer](#) who can arrange assessments, offer advice and allocate resources accordingly.

9. Resources

Primary Resources

[Educate Against Hate – Primary resources](#) – Practical advice and information for teachers, parents and leaders to help protect children from extremism and radicalisation.

[Childnet Facebook Partnership](#) - A pupil-powered online safety programme enables young people to be Digital Leaders so they can educate their peers, parents and teachers about staying safe online.

[Prevent 4 Schools](#) - A selection of useful recommended resources from colleagues and organisations across the country.

[Promoting British Values as Part of SMSC in schools](#) – Departmental advice for schools relating specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act.

[Parent zone](#) - Parent Zone is devoted to providing expert information to families, schools and professionals. They create, curate and check the best available advice and information on all of the issues that are caused or amplified by the internet.

[Just enough UK](#) - Workshops exploring the creation of global laws, feeling safe and secure in the UK, media manipulation and how passive activism is the best path for change, looking at key figures such as Guy Fawkes, Malala and Martin Luther King. They focus on community cohesion and developing a positive ethos that champions democratic values and human rights.

[The Citizen Foundation](#) – British Values training and resource opportunities.

[Safeguarding in Schools](#) - Helping schools and colleges do all they can to keep children safe in education.

Secondary Resources

[Educate Against Hate Primary](#) - A website containing resources and guidance tackling radicalisation, hate crime and right-wing extremism with teacher toolkits to promote classroom discussion using videos and other activities.

[Prevent 4 Secondary Schools](#) - A selection of useful recommended resources from colleagues and organisations across the country.

[Promoting British Values as Part of SMSC in schools](#) - Departmental advice for schools relating specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act.

[The Citizen Foundation](#) - The Citizenship Foundation inspires young people to take part in society as equal members.

[Doing SMSC in Schools](#) - The SMSC Quality Mark for Primary and Secondary Schools aims to help schools recognise and review the development of SMSC, which includes British Values.

[Safeguarding in Schools](#) - Helping schools and colleges do all they can to keep children safe in education

10. Busting the Prevent Myths

The following are frequently brought up myths surrounding the Prevent Duty and responses to them.

Myth 1: The Prevent duty is placing a greater burden on teachers

Fact: Schools have always had an important role to play in protecting children from a wide range of risks, and have been doing so successfully for years. Protecting children from the threats posed by extremism and terrorism is no different and the Prevent duty should be seen as part of schools' and other providers' wider safeguarding duties. Good schools will already have been safeguarding children from extremism and teaching Fundamental British Values long before the duty came into force.

Myth 2: The Prevent duty requires teachers to spy on pupils and stunts debate

Fact: The Prevent duty is not about requiring teachers to spy on pupils or to carry out unnecessary intrusion into family life. Prevent safeguards people who are vulnerable to radicalisation in a similar way to safeguarding processes designed to protect people from gangs, drug abuse, and physical and sexual abuse.

The Prevent duty should not stop pupils discussing controversial issues. On the contrary, it recognises that schools provide a safe space in which children and young people can debate ideas and discuss controversial issues. Promoting debates and discussions will help students understand the risks associated with terrorism and foster the knowledge and skills needed to challenge extremist arguments.

Myth 3: The Prevent duty leads to schools overreacting

Fact: There have been some negative news stories around Prevent which have not given a complete and accurate account of events. Prevent is playing a key role in identifying children at risk of radicalisation and supporting schools to intervene.

Myth 4: The Prevent duty means that teachers must report concerns about radicalisation to the police and are committing an offence if they don't

Fact: Advice and guidance on the Prevent duty is clear that if teachers have concerns about pupils they should follow normal safeguarding procedures and act proportionately. There are no mandatory reporting requirements under the duty.

Myth 5: The Prevent duty stunts freedom of speech in colleges because students are afraid of expressing their beliefs

Fact: Prevent does not inhibit free speech — the statutory guidance specifically reminds providers of their duty to ensure freedom of speech. Colleges face the same requirement as always: to balance free speech with the safety and security of their staff and students. Prevent does not affect laws against hate speech and colleges' duties to enforce them.

Myth 8: Prevent is unnecessary. Teaching professionals already have a duty to safeguard and this is more than sufficient to tackle concerns around radicalisation

Fact: The Prevent duty has raised awareness and understanding of radicalisation as a safeguarding risk, how to identify children at risk, and where to go for support, including training, advice, and resources. The introduction of the duty has been accompanied by a substantial increase in the training and resources provided to schools around this relatively new area of safeguarding. Consequently, schools are more confident in dealing with the risk of radicalisation as part of their broader safeguarding responsibilities.

11. Prevent Main Contacts

Prevent Education Officer: Perryn Jasper;

perryn.jasper@barnet.gov.uk; 020 8359 7371; 07856 002 586

Advice on policy and procedure, first contact for any low level concerns and advice, Prevent awareness training for all staff, provides updates following national incidents regarding safe travel and any heightened risk. Contact for all general advice regarding classroom resources and further support.

Prevent Coordinator: Sam Rosengard;

sam.rosengard@barnet.gov.uk; 020 8359 3323; 07921 277 713

Assesses overall risk or referrals, coordinates Channel, manages interventions, supports all non-educational institutes meet the Prevent Duty.

12. Keeping Children Safe in Education (KCSIE) Consultation

The DfE are seeking views on Proposed changes to KCSIE. The [consultation for the Keeping Children Safe in Education guidance](#) was published on 14 December and will close on 22 February 2018. The intention is for revised guidance to commence in September 2018.

This is the statutory guidance that sets out what schools and colleges should do and the legal duties which they must comply with to keep children safe. This includes information on preventing radicalisation and on keeping students safe online.