Safeguarding News

Spring Term 2019

Prevent Edition

Foreword

It has been over a year now since I began working with educational institutes in Barnet and a lot has changed in those 15 months. This terms newsletter will focus on Prevent, communicating up-to-date information surrounding where the platform for extremism has moved, support and guidance available and resources.

For those who I have not yet had the pleasure to meet I have outlined my role below as an introduction. Please do not hesitate to contact me so we can discuss how I might support your school to prepare pupils for life in modern Britain, strengthen critical thinking and build resilience in a whole family approach.

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, citizenship, RE and across the wider curriculum. I meet regularly with the DfE and Ofsted so I can advise on developments surrounding statutory duty and what inspectors will want to see evidenced in schools. I also receive regular information from the Office for Security and Counter-Terrorism so can advise on any rising trends which could become a safeguarding concern for young people.

My role falls outside the BPSI so all support is FREE

I look forward to working with you all.

Perryn Jasper

- **Prevent Education Officer:** *Perryn Jasper*
  perryn.jasper@barnet.gov.uk; 020 8359 7371; 07856 002 586

- **Prevent Coordinator:** *Sam Rosengard*
  sam.rosengard@barnet.gov.uk; 020 8359 3323; 07921 277 713

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Dates for the Diary

30 January 2019

Breakfast Briefing - 8am to 10am at East Barnet School

Karen Person, Head of 0-19 Services, and Debra Davies, Early Years Standards and Quality Lead, have kindly agreed to give us a briefing on the 0-19 Hubs and how services within the hubs can support schools.

Karen and Debra will cover:

- Locations of the 0-19 early help hubs
- 0-19 Early Help offer, the range of services and professionals, and how to access
- Parenting programmes
- Domestic Abuse support groups and mediation services
- Mental health Wellbeing practitioners and CAMHs in schools
- Employment advisors
- Extra curricular activities for children and young people including targeted work and out-reach

Places will be limited and will need to be submitted to East Barnet School prior to this event, therefore please let jane.morris@barnetgov.uk know if you wish to attend.

Breakfast Briefing on Gangs - Updates

Many of you attended one of the two 'gangs briefing update' offered last term. Thank you to those who attended and to the Compton School for hosting. These events were extremely informative and opened up a forum for debate and initiatives, one of which is to establish a working group to look at how schools can exchange information on gangs and exploitation.

If any schools are interested in joining this working group please let me know by emailing jane.morris@barnet.gov.uk. Ideally, I am looking for two secondary schools and two primary schools.

- **Gangs - School Presentation**

- **London Needs You Alive - Toolkit**

The Prevent Education Officer (PEO) Role

Listed below are the areas I am currently working, in partnership with education providers and carers in Barnet. I welcome any contact and suggestions regarding other gaps you may have identified so I can develop this support role further.

- Contact for any concerns regarding vulnerable people whose behaviour may; indicate a risk of exploitation, display an interest in extremism or have identified access to inappropriate or extremist information.

- All staff training, raising awareness of Prevent, local and modern risks, behaviours and vulnerabilities, referral pathways, interventions and further support available for individuals and families. I am also happy to attend governors / director's meetings to discuss their specific responsibilities under the Prevent Duty.

- I am available to assist in developing policies and procedures, risk assessments, safeguarding, lockdown, IT usage, prayer room protocols, letting spaces and assessing visiting speakers etc.

- I deliver workshops to pupils (KS2 and 3), raising awareness of online risks of; propaganda, fake news, radicalisation etc. We look at case studies where young people have got themselves into trouble and have been imprisoned, how to check facts and where they can go for support and advice should they need to explore information further and identify reality from misreported news. The 45/50-minute session explores how technology is used to digitally alter pictures and videos and how this is used to change people's understanding of real events, introducing conspiracy theories that encourage some to act in extreme ways.

- Behind Closed Doors "Maryam and Joe" a classroom workshops for **KS4** pupils working through a social media simulation that identifies the warning signals when someone might be exploiting you. It looks at a series of posts across popular social media apps identifying how trust is gained and used to promote extremism. General online safety in these areas is also included.

- Promoting national and local services, many with funding, that promote Fundamental Values, build resilience and prepare pupils for life in modern Britain. (see section 8 for further information)

- Finally, delivering workshops for parents, raising awareness of online dangers, finding a balance for gaming and social media, how to monitor usage and some strategies to prevent access to inappropriate online materials. We explore how parents play such an important role in keeping their children safe with consistency and leading by example.

Please get in touch if you would like to know more.

The Prevent Strategy

The Prevent Strategy has three key objectives:

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

It was introduced to challenge all forms of terrorism, including the influence of far right and far left extremist ideologies. The Government 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".

Prevent operates in a pre-criminal space, providing support and re-direction to vulnerable individuals at risk of being groomed into terrorist activities before any crimes are committed. Radicalisation is comparable to other forms of harm and abuse. It is therefore considered a safeguarding issue and thought of alongside the wider safeguarding agenda.

Channel

For those identified as most vulnerable and at risk of radicalisation is Channel. Channel is a voluntary initiative that provides a multi-agency approach to support people vulnerable to being drawn into terrorism. For those individuals where the police assess there is a risk of radicalisation, a Channel panel chaired by the local authority, and attended by other partners, such as representatives from education and health services, will meet to discuss the referral, assess the extent of the vulnerability, and decide on a tailored package of support to be offered to the individual. Channel panels will only offer support where they consider that it is necessary and proportionate to do so, given all the circumstances of the case. A Channel panel may decide that a person's vulnerabilities are not terrorism-related and refer the person to other forms of support.

Facts

During 2017/18, 62% of all cases discussed at Channel were under the age of 20 and 1 in 10 were female. For those who received support 44% were related to far-right wing ideologies, the largest proportion of which were referred in London, 23%.

The Prevent Duty

The Prevent duty became law in 2015. This is a duty on all schools and registered early years providers to have "due regard to preventing people being drawn into terrorism." To protect children in your care, you must be alert to any reason for concern in the child's life at home or elsewhere. This includes awareness of the expression of extremist views.

The 'Prevent' duty requires education providers and carers to:

- Ensure that appropriate policies and procedures are in place, and implemented effectively, to protect learners from the risks posed by external speakers and events.
- Develop strong and supportive links with partners, including local authorities, to develop stringent information-sharing protocols and share intelligence.
- Ensure that risk assessments and associated action plans are of high quality and cover all aspects of the 'Prevent' duty.
- Provide staff training that is aligned to job roles and evaluate this to measure its impact across the organisation.
- Ensure that learners have a good understanding of British values and the risks and threats of radicalisation and extremism.
- Refer to the 'Prevent' duty explicitly in IT policies and procedures, closely monitor learners' use of IT facilities to identify inappropriate usage, and work with partners and external agencies for additional support, information and intelligence.

Please contact me so we may work through these areas together.

Workshop, Raising Awareness of Prevent

WRAP (Workshop to Raise Awareness of Prevent) is aimed at frontline staff working with children and young people. It focusses on vulnerabilities, behaviours, referral pathways and key elements of section 1 of "Keeping Children Safe in Education". It looks at local risk and a range case studies which evidence where those risks may come.

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 after school or during an inset training day. I advocate that all staff, including office and midday meal time supervisors. take the training and governors also. Standalone governor training is available through the governor support service and I am also happy to attend evening meetings to perform this role.

Ofsted - Latest Guidance

When reviewing schools, inspectors will consider:

The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.

- The effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

Outstanding grade descriptor for the effectiveness of leadership and management

- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Proposed changes to the Education Inspection Framework – Consultation

Ofsted's research has found that some children are having their teaching narrowed in schools to boost performance table points. In response they have proposed:

- revised framework to focus inspection on what children learn through the curriculum, rather than over-reliance on performance data
- proposals will call time on the culture of 'teaching to the test' and off-rolling
- new separate behaviour judgement to give parents reassurance that behaviour is good
- most evidence-based, research-informed and tested framework in Ofsted's 26-year history

Views are sought on the overall changes to the framework as well as on how they will work in practice for the individual educational institutes.

Find the consultation and further information here. Consultation Proposals

Dynamic Lockdown

Should we have a lockdown procedure?

There is no statutory requirement to have a lockdown policy or procedure but if you are considering implementing one then here are a few tips. I have a template that I am happy to share and also happy to assist you with risk assessing this process (please contact me should you need assistance perryn.jasper@barnet.gov.uk).

Some schools have brought fire and lockdown into one critical incident plan.

The first step in preparing a lockdown policy is to be realistic about the risks for the school and its pupils, and will be linked to the ease of access into the school buildings. Whilst terrorism has prompted schools to consider a lockdown procedure, different schools will identify different risks and the likelihood of a harmful event will vary. The risk may come from an intruder, aggrieved parent, or an incident in the immediate vicinity of the school such as spillage of harmful chemicals or angry animal.

The fire alarm is well recognised and in many cases, could be used to notify of an invacuation by using the manual override switch to produce an intermittent warning.

In the UK, whilst firearms, can never be ruled out, (we just need to remember what happened in Dunblane in 1996), violence is more likely from 'bladed weapons' or physical aggression.

Schools should aim for a single point of entry, and supervise any other entrances. At least two scenarios should be considered: when the critical incident happens during the teaching day, or as students are arriving or leaving.

It is much more important that schools prevent strangers entering the site at street level. This means locked gates and intercoms, where possible, with visual contact, direct routes to a clear visitor entrance, greeting by a receptionist, before being allowed through an access controlled door into the main school building, supervised by the person they have come to see. This process means that there are three opportunities to review the visitor, by name or behaviour.

Most schools are secure, at least during the teaching day, but it is often human error that lets the system down: leaving delivery gates open, or not checking who's at the door before opening it. School entrances that are open at busy times, should have adults on duty who are clearly visible (as a deterrent), and who are alert to people coming in and out, and where they are going.

Some steps to consider

- Take a balanced approach, there is no need to spend your capital budget on implementing new technology or processes. Risks can be mitigated in other ways, using already available resources.
- Identify the likely risks to the school.
- Identify the mitigating measures in place to slow down or prevent access into the school site and buildings.

- Identify any parents or students that might present specific risks; or risks presented by the community, for example, the impact of gangs.
- Look at how current alert systems can enable different sounds to be given for different events.
- Think about a two-stage lockdown.
- Consider how these steps can be shared or, if appropriate, practised with pupils without spreading fear or alarm.
- Consider how communication with parents can be made to minimise panic responses.

Advice and guidance can be found at the [National Counter Terrorism Security Office](#)

Promoting Fundamental British values in Barnet Schools

Schools and childcare providers can build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

Maintained schools have obligations under [section 78 of the Education Act (2002)](#) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates 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 They must offer a curriculum which is balanced and broadly based and which:

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

- Promotes community cohesion.

> *"All schools must now have a clear strategy for embedding fundamental British values and show how their work with pupils has been effective in doing so"*

The "fundamental British values" are:

- Democracy.

- The rule of law.

- Individual liberty.

- Mutual respect and tolerance of those with different faiths and beliefs and for those without faith.

The DfE produced guidance for maintained schools to actively promote British values as part of the requirement to provide for the SMSC development of their pupils. Ofsted will look at the promotion of British values as part of its consideration of how well a school fulfils its duty to support the spiritual, moral, social and cultural (SMSC) development of pupils.

The guidance says:

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.

It says that, through their provision of SMSC, schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence

- Enable students to distinguish right from wrong and to respect the civil and criminal law of England

- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England

- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures

- Encourage respect for other people

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Here are some actions you may wish to consider:

The following is not exhaustive, and provides a list of different actions that schools can take, such as:

- Include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;

- Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;

- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;

- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and

- Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

I have much more information and guidance of how to promote, record and evidence the Values and would be happy to work with you in this area.

Resources

<u>**Primary Resources**</u>

Parent Zone – Fully funded but time and capacity limited.

Family Resilience Programme designed to deliver a whole community approach to tacking online radicalisation and extremism. The project focusses on working with parents to help them recognise and respond to the risks, it empowers parents and the professionals that support them to understand the risks and take proactive steps to prevent them. Pupil facing sessions give children and young people the critical thinking skills they need to challenge what they see online and know what to do when they need help. Digital Schools Membership plus 3 one-hour in-school sessions for pupils, staff and governors or parents. Contact: Prudent Haughton, prudent@parentzone.org.uk.

Votes for Schools

A weekly Vote Pack in PowerPoint format provides resources for SMSC, British values, Prevent, Pupil Voice and supports PSHE and Citizenship teaching. Students make an informed vote on the Vote Topic on phones, tablets, desktops or using a ballot box. Pupil Voice is captured through participation in democratic practice and debate, demonstrating delivery of British values and Prevent.

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.

<u>**Secondary Resources**</u>

Parent Zone – **Fully funded but time and capacity limited.**

Family Resilience Programme designed to deliver a whole community approach to tacking online radicalisation and extremism. The project focusses on working with parents to help them recognise and respond to the risks, it empowers parents and the professionals that support them to understand the risks and take proactive steps to prevent them. Pupil facing sessions give children and young people the critical thinking skills they need to challenge what they see online and know what to do when they need help. Digital Schools Membership plus 3 one-hour in-school sessions for pupils, staff and governors or parents. Contact: Prudent Haughton, prudent@parentzone.org.uk.

Compass – Fully Funded

A mentoring project for females 14 - 16 that aims to build inclusive and equal communities that are resilient to destructive ideologies. The lab model provides evidence-based projects and policy recommendations that help young people to be empowered, valued and capable of breaking down barriers faced by minority groups in British society.

Stand-Up: Empowering young people to challenge hate – Fully Funded

Interactive workshops drawing on the knowledge of partners in the Hate Crime field, Stand Up! seeks to empower young people in mainstream schools to act against all forms of discrimination, racism, antisemitism and islamophobia, whilst developing their sense of social responsibility to their local communities and British society.

The Transatlantic Dialogue Project – Fully Funded

Dialogue is at the heart of the programme. With Generation Global, teachers can transport their classes across the world in a single afternoon. Online and through videoconferences, students interact directly with their peers around the world, engaging in dialogue around issues of culture, identity, beliefs, values, and attitudes.

Votes for Schools

A weekly Vote Pack in PowerPoint format provides resources for SMSC, British values, Prevent, Pupil Voice and supports PSHE and Citizenship teaching. Students make an informed vote on the Vote Topic on phones, tablets, desktops or using a ballot box. Pupil Voice is captured through participation in democratic practice and debate, demonstrating delivery of British values and Prevent.

Since 9/11. Education Programme is designed to encourage students to discuss and debate the events and issues surrounding 9/11. It will develop the critical thinking skills of young adults and promote intercultural dialogue by exploring different cultural and political perspectives. Wider impacts of terrorism and extremism are looked at in a UK context, with the impact on free speech and civil liberties investigated. The web-based resources will provide information and interactive resources for teachers across the UK.

Aurety: Aurety provides specialist and up to date training programmes for educational institutions, students, teachers and parents on the most topical and sensitive issues that are posing a risk to young people. Topics include Counter Extremism, Counter Terrorism, Radicalisation, Hate Crime, Online Risks, Propaganda, Honour Based Violence, Forced Marriages, Sexual Harassment, Violent Crime, Gangs, British Values, Foreign Policy (what it is, how it is informed, why we need foreign policy and misconceptions), Role of Government, Role of Police and The Judicial Process.

[Educate Against Hate Classroom Resources](#) - 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.

Office Corner

Repeating DBS checks for existing staff (Ofsted)

As we are all aware, it is a myth that DBS checks expire, but many schools still request that all staff apply for a new DBS certificate after three or five years.

November 2018 Ofsted published its latest School inspection update, which states: 'Inspectors should be very clear as to the standards that schools are required to maintain and should not expect to see evidence of schools taking actions beyond these standards, such as routinely checking the DBS status of existing staff.'

Keeping Children Safe in Education states 'If a school or college has concerns about an existing staff member's suitability to work with children, the school or college should carry out all relevant checks as if the person were a new member of staff.' (paragraph 156).

The Ofsted School inspection update (November 2018) can be found here.

The Single Central Record 'employee start date'

Please ensure that the first DBS and barred list check remains on the single central record to accurately reflect the safer recruitments checks done at the time of the 'employee start date'.

If schools have decided to repeat DBS and barred list checks then this new date can be identified as a renewed date in the same column.

Disqualification

Please note that 'Disqualification by Association' is no longer applicable in school settings. However, staff can still be disqualified if they work with under 5s or under 8s in childcare provided by the school outside of normal school hours or the management of such staff or provision.

- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

Within the model Child Protection policy there is a form for schools to use, however, it is not a requirement to use this form.

ID Verification in Schools

Dave Verma was one of the UK's first anti-fraud managers and lectured at the Metropolitan Police Detective Training School for 12 years. He is currently a consultant working with headteachers and schools to identify their financial risks and prevent fraud. Below I have extracted some helpful tips from his website. You can visit his site here: https://daveverma.com.

Here are some essential elements of best practice which are often neglected:

Notification

Notifying prospective employees about the ID verification element of recruitment is crucial. Nothing says you are serious about ID verification like a bespoke letter attached to any application form or other formal materials sent out during recruitment or the offer stage. Further explaining how the ID verification process operates within your school serves to heighten awareness about how serious you are and also prepares individuals for how you will check their documents.

The ID verification

Once an individual presents themselves for verification, it is important to again explain to them how you intend to carry out the check. This should be a rerun of what's in the letter that you have already sent to them and should seek their consent in the process. I personally know of several places where individuals have simply walked away once the ID process has been explained to them – they would rather not partake. What did they have to hide?

Conducting a photograph check

After the process has been explained and consent has been given, the ID check should commence with a photograph check. This is done by holding up the passport or scrutinising it in a way whereby the individual is required to look forwards while significant features on the photograph are checked. This stage of the recruitment process and ID verification is often neglected altogether.

Special security features in passports

Make sure that you understand how to check the watermarks, font, paper quality, holograms, laminate and other security features within a passport. There are too many security features to list in this article, the aforementioned are very simple to check, others include the passport number and how it is embossed through the entire document and how this is done in a conical and graduated fashion. At its simplest level, ensure that the photograph page has not been tampered with and that the photograph in modern passports has been printed twice, once in colour and also in a slightly more granular black-and-white format.

Procuring and using UV lights

One of the simplest ways is to ascertain the authenticity of any passport is through the use of UV lights. All countries use UV technology in the form of special ink. This is normally applied liberally to the photo page, other pages, the thread used to bind the passport and also on visas stamped or stuck into documents. It's important to note that photograph paper is specially treated to not be fluorescent as normal white paper is. Only the security ink fluoresces.

Schools may wish to group purchase a UV light and share it.

Knowing how to flag concerns

Normally there will be a council audit and investigations unit who could assist you if you find someone trying to submit a fake document. The Home Office, immigration authorities and the police can also play their part in helping you. It is clear that when letters are sent out warning prospective staff about ID verification and when this is again stipulated when prospective staff actually attend, it is very unlikely that criminals with the wrong documents will actually have the gall to try their luck.

- https://www.barnet.gov.uk/citizen-home/council-and-democracy/finance-and-funding/fraud-investigation.html