



annual conference

ADCS The Association of Directors of Children's Services
The Midland Hotel Manchester July 2017

Promoting the safety and welfare of all learners

ADCS annual conference, Friday 7 July 2017

ADCDS
Leading Children's Services



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Welcome and introductions

Debbie Barnes, Chair of ADCS Educational Achievement
Policy Committee

ADCs
Leading Children's Services

Protecting children from radicalisation

Implementing the Prevent Duty in Schools

Martin Pratt

Executive Director Supporting People

London Borough of Camden

PREVENT

1 July 2015, the **Counter-Terrorism and Security Act 2015** placed a new duty on schools and other providers of education and care, in the exercise of their functions to have ‘due regard to the need to prevent people from being drawn into terrorism’. The duty relates to provisions in the:

Home Office guidance on what this means for schools and other providers: www.gov.uk/government/publications/prevent-duty-guidance

The Prevent strategy, published by the Government in 2011, is part of overall counter-terrorism strategy, CONTEST.

PREVENT Duty Guidance - 2015

2011 Prevent strategy has three specific strategic 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 to be addressed.

PREVENT Duty Guidance - 2015

Four general themes:

- Risk Assessment, record keeping
- Working in partnership
- Staff Training-, aim for all front line staff
- Building resilience in children & young people, curriculum support, signposting, resources.

School leaders/governors must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate & promote the importance of the duty
- Ensure staff implement the duty effectively.

PREVENT Duty Guidance - 2015

Schools should:

- Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- Be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Keeping Children Safe in Education (July 2015)

Radicalisation – process by which a person comes to support terrorism and forms of extremism

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties

No single way of identifying an individual likely to be susceptible to an extremist ideology

CHANNEL – programme which provides early support to people identified as being vulnerable to being drawn into terrorism – engagement from the individual is voluntary

Common Inspection Framework / School Inspection Handbook

Ofsted, September 2015

Effectiveness of leadership and management:

- How the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- The work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.

Effectiveness of leadership and management:

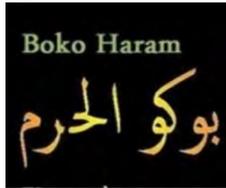
- How leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community
- Effectiveness of governors in discharging core statutory functions
- Effectiveness of safeguarding.

Personal development, behaviour and welfare:

- Documentary evidence about behaviour, including how school tackles poor behaviour, as well as discussions with and observations of pupils at break times, lunchtimes and between lessons
- Assessment of school's use of exclusion, including rates, patterns and reasons and any differences between groups of pupils
- Views of parents, staff, governors and other stakeholders
- Views different groups of pupils express, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life.

Context...

- Several hundred young British people have travelled to Syria and Iraq to join IS. Others have been recruited to commit acts of terrorism in this country
- Extremism can take many forms including that linked to Far Right / Neo Nazi / White Supremacist, Al Qaeda ideologies, Irish Nationalist and Loyalist paramilitary groups, and that linked to Animal Rights movements.



Approaches and examples...

- Remember we know how to do this....
- Wider safeguarding system
- Universal:
 - Raise awareness of the issues
 - Train (with others & in school) – not just WRAP
 - Understand the school's community context
 - But remember on-line communities
 - Whole school approach to developing critical thinking
 - Creating a safe context.

Approaches...

- Specific areas for attention:
 - Leadership & Governance (e.g. Camden conference)
 - Attention to Social Media/Online policies
 - Clubs & societies
 - Strategy for contesting a 'creeping' narrative
 - Clarity about process for raising concerns
 - Planning within the curriculum.

Approaches...

- Individual level:
 - As with all safeguarding concerns – discuss
 - Follow referral pathway – variable but integration helps (in my view)
 - Schools relationship with child & parents crucial
 - “Safeguarding the vulnerable from those who would exploit them”
 - Engage with Channel in the CPS
 - Act immediately where concern is about travel/act of terrorism.

Examples...

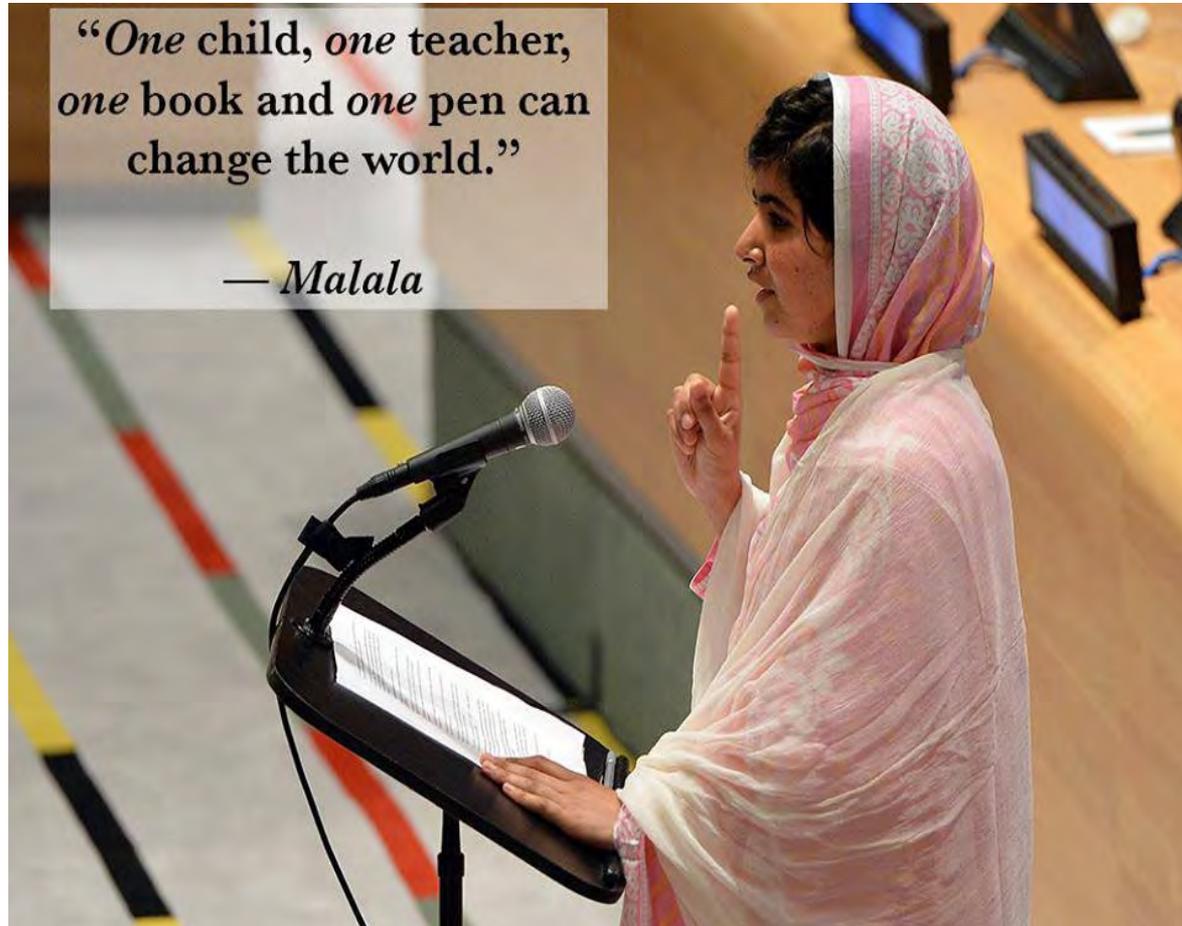
Challenge to a creeping narrative:

- School A in Camden

Successful protection:

- School B in Camden

The pen is mightier than the sword...



*“One child, one teacher,
one book and one pen can
change the world.”*

— Malala

Useful links...

- <http://educateagainsthate.com/>
- www.gov.uk/government/publications/prevent-duty-guidance
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf



Promoting the Safety and Welfare of all Students: Independent Schools and Unregistered Settings

Caroline Dawes

Senior School Improvement Adviser, Luton

A local view on safeguarding in independent schools

- Luton – 70 state-funded schools
- 8 independent schools
- 7 faith schools – 6 Islamic, 1 Christian
- 890 pupils (2.4% of the school population)
- Half are inadequate - 350 children
- 3 inadequate safeguarding
- 300 children attend potentially unsafe settings.

Local support for safeguarding in independent schools

- Free invitations to regular DSO network meetings
- Support from Safeguarding in Education Team around S175 audits
- WRAP training for Prevent
- Fortnightly safeguarding newsletter
- Request registers
- Key contacts

But

- Poor attendance
- Poor returns
- Low capacity to implement training
- Don't read the newsletter
- Don't all share registers.

What can we do?

- Independent schools monitoring panel (SEN, EWS, Prevent, EYs, safeguarding)
- Close links with Ofsted
- Share concerns with Ofsted and DfE
 - Formalise with reference to independent school standards
- Send report to parents with guidance on how to apply for a school place
- Remove from Early Years register.

Unregistered settings

- Cross-departmental Unregistered Schools Strategy
- Refer to Ofsted
- Draw on 'boots on the ground'
- Inform parents – child on EHE register, risk of education being deemed unsuitable
- Report to
 - HSE
 - JCQ
 - Environmental health
 - Charities commission
 - Equalities commission
 - ...

Any questions?

Caroline Dawes

Senior School Improvement Adviser

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Assuring elective home education – a local approach

Elizabeth Spearman, Head of ACE, Tri-Borough London

Safeguarding in academies – a local approach

Karen Borthwick, Assistant Director Education and Skills,
Rotherham Borough Council



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Areas for discussion

What steps can/should ADCS, DfE (and the EFA where applicable) plus Ofsted take to:

- Highlighting gaps in current guidance around balancing safeguarding children with the right to home educate?
- In relation to the lack of data in this area?
- Raise awareness of unregistered schools?
- Share good practice in relation to effective information sharing between LAs and academies?
- Address possible poor practice in relation to pre-exclusions or exclusion?
- Next steps?



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Have you considered joining the ADCS Educational
Achievement Policy Committee?

Visit www.adcs.org.uk/committees for further details or
email info@adcs.org.uk

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