



Safeguarding Lead Handbook: Reference Guide for Safeguarding Leads in The Forge Trust

September 2023 Version 5

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1.) Introduction

Safeguarding and promoting the welfare of children is the number one priority in The Forge Trust.

This handbook is designed for Safeguarding Leads who work in academies within The Forge Trust.

Aim:

- The Forge Trust is based on a set of non-negotiables that define what an excellent education should look like in the 21st Century. At the heart is the 'whole child'.
- We believe that unless every child is properly safeguarded, we cannot meet our vision for The Forge Trust:

Our Ambition:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*

- A child who is suffering from any form of abuse cannot truly be at their best. Therefore, it is a requirement that all staff who work within The Forge Trust, should ensure that safeguarding is the central concern.
- To enact this vision across multiple schools is both exciting and challenging. The Forge Trust has clear structures in place to meet our central commitment to safeguarding every child in our care.
- This handbook is to ensure that safeguarding practice is consistent throughout The Forge Trust and therefore provide Safeguarding Leads the tools and information to do this.

2.) The Forge Trust Safeguarding Leads

- Safeguarding within a Multi-Academy Trust, begins at a strategic level. To be able to safeguard all pupils across a Multi-Academy Trust, it is essential to have safeguarding as a core aim and then ensure that there is a strong, robust leadership structure. This will support the practical implications of day to day safeguarding in the complex, fast changing environments found in academies within The Forge Trust
- For this reason we have a Senior and Deputy Safeguarding Lead of The Forge Trust (Mrs Jo Knapp and Mrs Sally Bowler). These two leads ensure that the Trust is always totally up to date with the new advice and ever-growing requirements placed upon schools to ensure that all pupils are properly safeguarded. The Senior and Deputy Safeguarding Leads receive regular continuing professional development (CPD) by attending both local and national CPD events.
- The Trust Safeguarding Leads are also responsible for ensuring that the Trust's safeguarding provision within academies within the trust are fully compliant with requirements and, importantly, represent best practice that goes beyond the requirements of regulatory bodies. They are supported in this role leading an annual review of the safeguarding standards of academies within The Forge Trust using The Forge Trust Audit document featured later in this handbook.

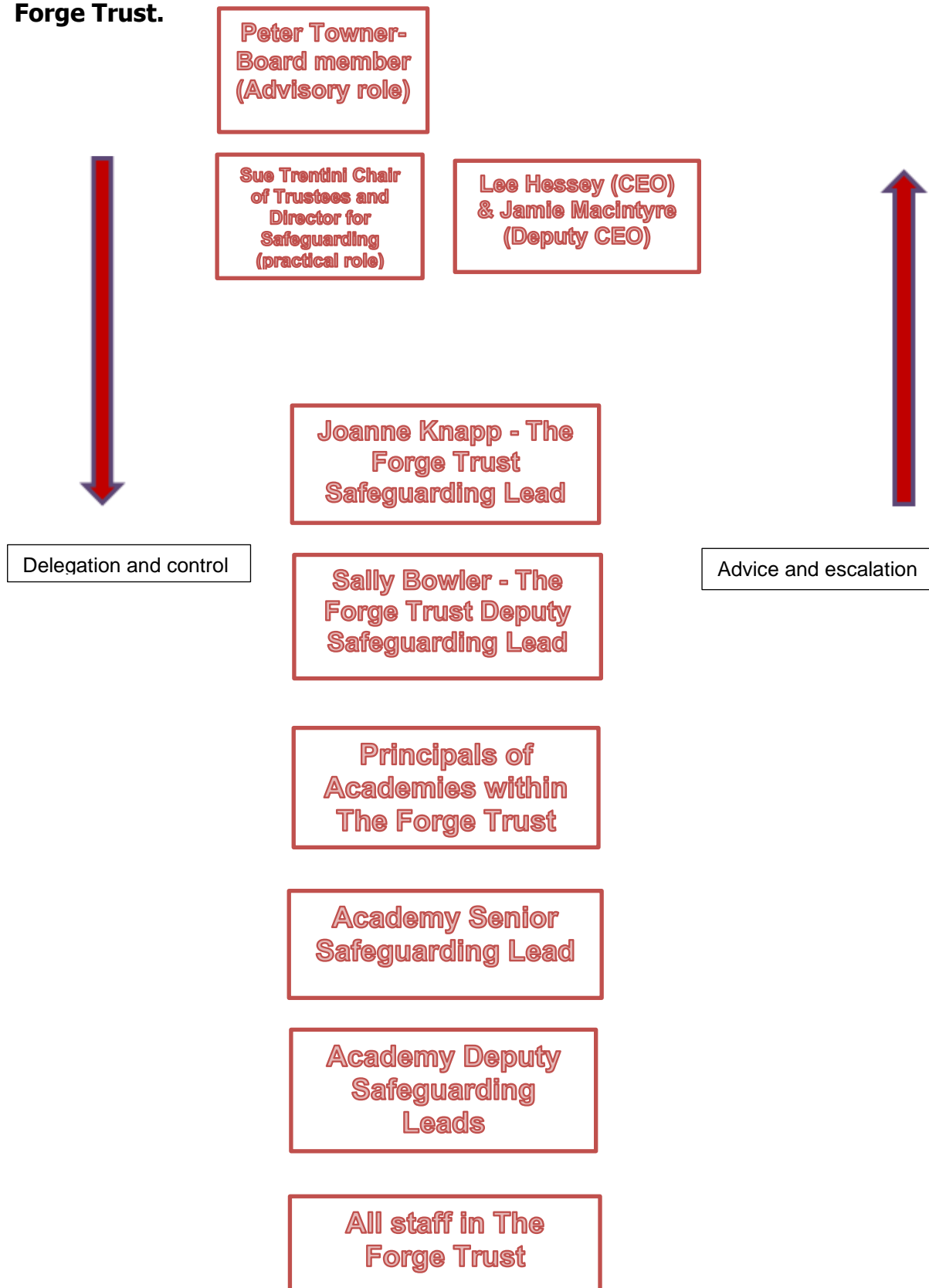
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3.) The Forge Trust Safeguarding Escalation and Roles

Below details the Safeguarding Scheme of Delegation structure within The Forge Trust.



4.) Responsibilities of Safeguarding Leads in academies within The Forge Trust

Working Together To Safeguard Children 2018

Trustees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual academies as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) within The Forge Trust should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure that the academy's child protection policies are known, understood and used appropriately;
- ensure the academy's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with The Trust Safeguarding Leads and Board of Trustees.
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
 - Liaise with the Designated Safeguarding Leads for The Forge Trust and attend The Forge Trust Network meetings

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual academies, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual academies and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

5.) Reporting to the Chief executive and the Board of Trustees.

- Each academy joining the Trust will be audited against The Key- safeguarding audit and The Trust's safeguarding documentation for Safeguarding. This will take place in their first term of joining The Forge Trust. If an audit of safeguarding reveals any areas for improvement, the Forge Trust Senior and Deputy Safeguarding Lead will intervene directly liaising with the academy Safeguarding Lead and Principal to enact the necessary improvement.
- Each academy in The Forge Trust is reviewed annually against The Forge Trust audit for safeguarding. This takes place as part of the Principals Peers Review (Annual Academy Health check) during the summer term. The audits are led by the Forge Trust Senior and/or Deputy Safeguarding Lead if the school is 'Requires Improvement' or has been previously rag rated as red in a number of areas. Otherwise it is the responsibility of the academy Safeguarding Lead to annually complete The Forge Trust audit document.
- The board of directors receives a composite report at Trustee meetings about safeguarding which details individual academies performance in relation to the safeguarding audit. The individual academies safeguarding rag rating and action plan will be used as a source of reference.
- Safeguarding Leads will also have to complete a report to Trustees documents and this will be given to Jo Knapp who will collate an overall report to Trustees using this document. Jo Knapp will attend the Trustee Meetings in the Autumn, Spring and Summer term.
- **We ensure that safeguarding is always a top priority at every meeting of the Trust's Governance Structure.**

5) The Forge Trust Safeguarding Network Group

These will be led by the Senior and Deputy Safeguarding Leads for the Forge Trust (Mrs Jo Knapp & Mrs Sally Bowler) and are for academy safeguarding leads and deputies to attend. The Trustee Director for Safeguarding will also be invited to attend the meeting. The meetings will be held every half term at one of the academies in the trust or via TEAMS.

The purpose of these meetings are:

- To share good practice;
- To verify any queries to Safeguarding policy and procedure within The Forge Trust;
- To identify any Safeguarding training requirements;
- To discuss trends in safeguarding across the MAT identified in audits.
- To share information of changes or additions to local guidance;
- To discuss serious case review recommendations;
- Reflecting on the outcome of safeguarding incidents within academies within The Forge Trust.
- Opportunities for safeguarding leads to seek advice.

6) Safeguarding Training across The Forge Trust

'All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.'

'Keeping Children Safe in Education 2023'

Monitoring of training at a trust level

- The Senior Safeguarding Lead for The Forge Trust holds a centralised list to track statutory training of staff and SL's within academies within The Forge Trust.
- It is the individual academies Safeguarding Lead's responsibility to ensure that the statutory training is booked and completed within their academy. This needs to be communicated when completed to the Senior Safeguarding Lead for The Forge Trust and will be overseen and monitored at a Trust Level.
- The Senior and deputy Safeguarding Leads from the trust will identify training themes across the trust which need addressing through the safeguarding audits.

This training may be given through:

- the safeguarding focus group meetings;
- the senior/deputy safeguarding lead for the Trust, who may provide training power points for safeguarding leads to present in staff meetings within their individual academies;
- academy safeguarding leads being directed to appropriate online safeguarding training by the Senior/Deputy Safeguarding Lead for The Forge Trust;
- common trends training needs across the trust being planned into particular training courses for staff within the Forge Trust to attend. These will be led by the senior/deputy Safeguarding Lead for The Forge Trust.

The Forge Trust Safeguarding Training Minimum Expectations:

- All statutory training detailed in the chart on the page below needs to be completed.
- As a trust, we stipulate that DT's have to have their DT training up to date and attend at least one face to face training and two online training modules per year. These should be current, recommended courses recommended by the Local Children's Safeguarding Board. The Forge Trust Designated Teachers will also recommend courses for DT's to attend through the safeguarding focus groups.

- DT should attend the Forge Trust Safeguarding Network Groups as training may be incorporated into these meetings.
- All other employed staff need to have had a safeguarding induction when they join the Academy (refer to The Forge Trust Induction Policy) including online prevent duty training, attend the LA Statutory Basic Introduction to Safeguarding (3 yearly) and access a minimum of two other training refresher training sessions throughout the year (this could be in-house by their DT's or by them completing an online module).

Please note – DT's will be asked to submit their records of Safeguarding training to The Forge Trust Designated Teacher every term as this information is also stored on a central database.

Below details the statutory and recommended Safeguarding training

All members of staff (teaching and non teaching) and volunteers whose work brings them into contact with children. This course is also suitable for members of The Board of Trustees.

REQUIRED

Whole School Basic Awareness Training
'Introduction To Safeguarding Children'
Refresh every 3 years
Provided by the (Learning & Development Service)

Academy Safeguarding Lead and their Deputy who have responsibility for child protection/safeguarding.

REQUIRED

'Safeguarding Children Role & Responsibilities of the Designated Person'
On taking up the role of the DP and refreshed every 2 years. Provided by the LA (Learning & Development Service)

REQUIRED

Nottinghamshire Safeguarding Children Board (NSCB)
Working Together to Safeguard Children
Only 1 Day course from April 2010

RECOMMENDED

A range of inter-agency training is provided by the NSCB and listed in their brochure annually. Other courses are also provided by internal or external providers.

Principals, Staff and Trustees with responsibility for recruitment and safer working practices.

REQUIRED

DfE Safer Recruitment
On-line course provided by NSPCC
(Only need to be completed once as long as a PASS is achieved)

Chairs of Trustees and Named Child Protection Trustee with responsibility for child protection/safeguarding

REQUIRED

Attend 3 yearly Safeguarding Children whole school training.

8.) Resolving professional disagreements with social care escalation within The Forge Trust

Resolving Professional Disagreements (Escalation Procedure)

In the first instance always speak with your Principal about any unresolved issues. If the matter involves a professional from another agency (such as Social Care) ensure you contact their line manager, preferably in writing to clearly express the concerns and where appropriate suggest solutions. Please follow the guidance below explicitly and inform Mrs Jo Knapp or Mrs Sally Bowler when you have entered escalation procedures without delay.

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1. Introduction

Problem resolution is an integral part of interagency working to safeguard children. It is often a sign of developing thinking within a dynamic process and can indicate a lack of clarity in current procedures or approach. Professional disagreement is only dysfunctional if not resolved in a constructive and timely fashion.

Effective working together depends on an open approach and honest relationships between agencies and a commitment to genuine partnership working. As part of this there needs to be a system in place to enable disagreements to be resolved to the satisfaction of practitioners and organisations involved. The aim should be to resolve difficulties at practitioner level between organisations, where this is possible, but where not the disagreement should be escalated until a resolution is achieved. Disagreements should not be left unresolved.

Disagreements could arise in a number of areas, but are most likely to arise around **thresholds, roles and responsibilities, the need for action and communication.**

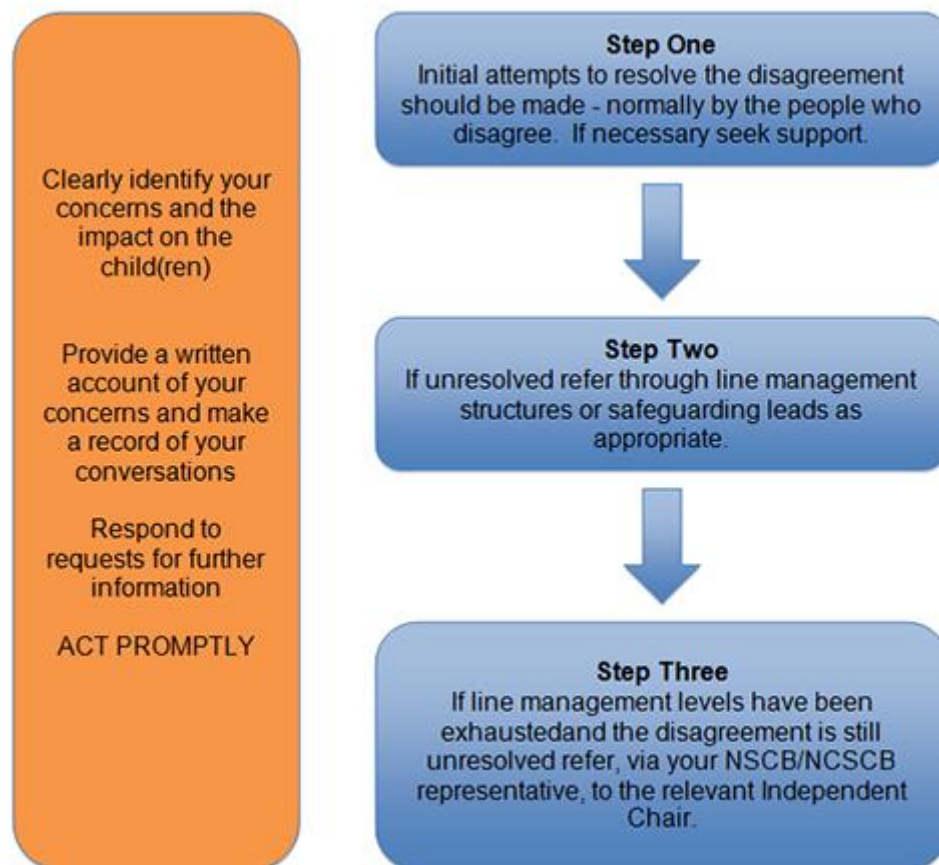
It is important:

- To avoid professional disputes that put children at risk or obscure the focus on the child;
- To resolve difficulties (within and) between organisations quickly and openly;
- To identify problem areas in working together where there is a lack of clarity in existing procedures and to promote resolution via necessary amendments.

Throughout any dispute between individuals or organisations practitioners must remain child focused. The safety of individual child(ren) remain the paramount considerations.

With any dispute about thresholds, please refer to the appropriate pathway documents (Family Support Pathway in the City, Pathway to Provision in the County) to help articulate your concern.

2. Procedure



Step One

Initial attempts should be taken to resolve the problem. This should normally be between the people who disagree. It should be recognised however that differences in status and/or experience may affect the confidence of some practitioners to pursue this unsupported. Practitioners should consult with their line manager or The Forge Trust Safeguarding lead as appropriate.

Step Two

If unresolved, the problem should be referred to the practitioner's own line manager or their organisations safeguarding children lead, who will discuss with their opposite number in the other agency. At this stage it may be useful for the line managers/safeguarding children leads to agree a meeting between themselves and the concerned practitioners to assist with the exploration of the problem.

If the problem remains unresolved the line managers will refer to their line managers for consideration. This process will continue until a resolution can be found.

Note: some organisations may not have a defined line management structure and in these circumstances the practitioner with concerns about an unresolved disagreement should take responsibility for raising their concerns through the line management structure in the other agency.

Step Three

In the rare circumstances where the problem cannot be resolved through line management arrangements, the matter will be referred to the Chair of the Safeguarding Children Board (SCB) who will offer mediation. Ideally, their agency representative on the relevant SCB will contact the Independent Chair and inform the Board Manager of this action. Where felt appropriate, a mediation meeting will be set up involving as a minimum the SCB Chair, the respective organisations Board representatives and the SCB manager.

A clear record should be kept at all stages, by all parties. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued.

When the issue is resolved, any general issues should be identified and referred to the agency's representative on the SCB for consideration by the appropriate Local Safeguarding Children Board (LSCB) panel or group to inform future learning.

It may also be helpful for individuals to debrief following some disputes in order to promote continuing good working relationships.

3. Timescales

The timescale within which the processes set out above should take place will be dependent on the nature of the disagreement and what this may mean for the safety of the child. In some circumstances immediate action will be merited and progress through agency line management routes will need to take place **within 1 working day** and, in circumstances where there continues to be disagreement, the issue will be brought to the attention of the Independent Chair the following working day. In less urgent cases the whole process should be completed within no more than **4 weeks**.

4. Effective Escalation

When trying to resolve professional disagreements remember to:

- Clearly identify your concerns;
- Describe the impact on the child(ren);
- Set out what work has already been undertaken;
- Put all of the above in writing and provide it to the other agency and record details of conversations;
- Be responsive to obtaining/providing any additional information requested.

9.) Managing allegations of abuse by staff members in The Forge Trust

If staff members have concerns about another staff member, then this should be referred to the Principal or other agency representative. Where there are concerns about the Principal, this should be referred to the Chair of Trustees and allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's Designated Safeguarding Lead and make any referral via them.

The guidance on page 14 of 'The Keeping Children Safe in Education Part 1' document should be used as a guide for SLs in academies to know how to proceed.

If there has been an allegation of abuse made against a member of staff, this also needs to be immediately reported to the Trust Safeguarding Lead Mrs Joanne Knapp.

Please refer to The Forge Trust Safeguarding Policy for more guidance.

10.) Low Level Concerns

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

11.) Monitoring the quality of safeguarding provision within The Forge Trust

All schools who join The Forge Trust will be expected to follow the policy and procedures in The Forge Trust Safeguarding Policy document and also in this Safeguarding Leads handbook. This is non-negotiable and is essential to ensure a consistent approach throughout the trust in relation to safeguarding.

Trust level safeguarding monitoring:

- Academies who join The Forge Trust will undergo a Safeguarding monitoring visit by both or either the Senior and Deputy Safeguarding Lead for The Forge Trust. This will take place in the first term of the academy officially joining The Forge Trust.
-
- Safeguarding will then be part of the Principal Peer Review Annual Academy Health Check. The Trust Senior Safeguarding Lead (assisted by the Deputy Safeguarding Lead) and Trustee Safeguarding Director will complete the Safeguarding Audit Documents and this will form part of the annual review of academies within The Forge Trust.
- This is to verify the strengths and weaknesses of safeguarding policy and procedure in the academies who are in The Forge Trust.
- This will then inform an action plan which will be delegated to the Designated Safeguarding Lead to follow within the academy.
- A monitoring visit will then take place in the following term to check the actions have been followed.
- The aim is for all academies to achieved green in the rag rating of all the sections of The Forge Trust Safeguarding and Prevent audit document.
- The outcome of Safeguarding audits for academies within The Forge Trust will be summarised a reported to the Board of Trustees, executive principals and relevant hub leaders.

Academy level monitoring:

- Safeguarding leads will be expected to be monitoring safeguarding provision in their academy as part of their role as Academy Safeguarding Lead. These will be in the form of informal monitoring 'drop ins' and also by completing the annual safeguarding audit which has to be submitted to the Local Authority.
- More guidance and support will be given through The Forge Trust Safeguarding network group meetings.

Any monitoring completed by academy safeguarding leads should be emailed to the Trust Senior Safeguarding Lead to be collated in a central place. j.knapp@theforgetrust.co.uk



THE FORGE
TRUST

**Learning & Teaching Drop-ins (SLT)
Observation Form 2023-2024**

Academy
logo

Focus: Safeguarding

Observer/s: SLT
Members

Year Group/Phase:

Date:

Criteria for success:

Teacher	Time	Subject	Outcomes	Anything else urgently needs mentioning?	Teaching Improvement Plan Needed? Yes / No

Next Steps:

11.) PREVENT GUIDANCE AND SELF- ASSESSMENT AUDIT FOR ACADEMIES WITHIN THE FORGE TRUST

1.The Context

All schools in England should expect to be inspected on the measures they employ to protect children from extremism. The teachers' standards talk about teachers upholding **fundamental British values, plus demonstrating mutual respect and tolerance for different faiths and beliefs**. The new guidance for schools on SMSC (November 2014) is based on the Government's PREVENT duty and asks that schools address **difference, equality and British values** across the curriculum.

Prevent

The duty to Prevent violent extremism is set out in the Prevent Duty. It entails helping pupils and students to identify and deal with myths, stereotypes and extremism in all its many forms.

The Duty aims to build resilience to radicalisation and suggests that, democratic processes and the rule of law offer an alternative to extremism, violence and terrorism. It suggests that common understandings of what it means to be British, acceptance of difference and identifying commonality are important.

Mainstreaming Prevent (through the curriculum, exploring challenging issues and encouraging dialogue, reflection and the making of informed choices), is an integral part of educating for a **safe, equitable and just society**.

Standards for Teachers

The Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- **Treating pupils with dignity, building relationships rooted in mutual respect**, and at all times observing proper boundaries appropriate to a teacher's professional position
- **Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others**
- **Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs**
- Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability, or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

NB the phrase ‘**fundamental British values**’ refers to the definition of extremism as articulated in the Prevent Duty, which was launched in June 2011 and updated recently. It includes the need for schools to explore with pupils and students ‘**democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs**’.

Community Cohesion

All schools and academies have a duty to promote community cohesion (Community Cohesion Education Standards 2004).

Community cohesion involves schools working towards establishing a society in which there is a common vision and sense of belonging by all communities; in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in in schools and in the wider community.

Citizenship Education

Citizenship education enables students to make their own decisions and to take responsibility for their own lives and their communities. It is statutory in secondary schools, but not in primary. Citizenship education may well form part of SMSC in primary schools.

“If taught well and tailored to local needs, its skills and values will enhance democratic life for all of us, both rights and responsibilities, beginning in school and radiating out.”

Bernard Crick, National Curriculum Citizenship 1999

Spiritual, Moral, Social and Cultural Education (SMSC)

Under section 78 of the Education Act 2002, all schools must promote the Spiritual, Moral, Social and Cultural aspects of Education.

Spiritual development is the growth of a sense of self, unique potential, an understanding of strengths and weaknesses and a will to achieve. It involves attempting to answer life’s ‘big’ questions and challenges and to recognise a need to address one’s none material (spiritual) well-being.

Moral development involves an understanding of the difference between right, wrong, and moral conflict, developing concern for others and the will to do what is right; reflection on the **consequences of actions and making responsible moral decisions and acting on them.**

Social development is a realisation of responsibilities and rights e.g. in families and communities, an ability to relate to others and to work with them for the common good. It involves **a sense of belonging** and the awareness of **the need and possibility of making an active contribution to society.**

Cultural development involves an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences; **respect for one's own culture/s and the cultures of others; a curiosity about differences; an understanding, appreciation and ability to contribute to culture.**

Currently Ofsted inspectors must judge the quality of education provided in the school, based on:

- The achievement of pupils at the school
- The quality of teaching in the school
- **The behaviour and safety of pupils at the school.**
- The quality of leadership in and management of the school
- **The spiritual, moral, social and cultural development of pupils at the school.**

New guidance on SMSC suggests that it is through this that schools may be best placed to address the Prevent Duty.

Prevent, Community Cohesion, Citizenship and SMSC are not new; they are not extras for schools. They extol the core values, central to the effective operation of all learning communities. These integral themes and dimensions, if mainstreamed, contribute both to a student's learning across the curriculum and to education for life. Through these themes, schools are also able to promote equality and cohesion (Equality Act 2010); Ofsted continues to encourage schools not to lose sight of this important duty.

Using the Prevent Audit

An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self- assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further.

Appropriate members of the Senior Management Team or the Prevent Lead should carry out the audit; its findings should be shared with the whole staff and Trustees. The audit must be reviewed at the very least bi – annually and a record of each audit filed and kept in the academy Safeguarding File.

RAG RATING

When assessing the school's level of compliance use the following codes

Red (R): no evidence

Amber (A): partial evidence

Green (G): secure evidence

PREVENT AUDIT DOCUMENT FOR ACADEMIES WITHIN THE FORGE TRUST

School:

Date of audit:

Auditors:

Review date:

PREVENT OBJECTIVE 1:

Clear leadership and accountable structures are in place and visible throughout the organisation

PREVENT OBJECTIVE 2:

Staff and the Trustees have been appropriately trained according to their role

PREVENT OBJECTIVE 3:

An appropriate reporting and referral process is in place and referrals are being managed effectively

PREVENT OBJECTIVE 4:

A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion.

1. PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

Evidence	Rag rating	Action, when and by whom
There is an identified strategic Prevent Lead within the academy		
The Forge Trust 'Preventing Extremism and Radicalisation' Policy is in place and shared with staff		
The strategic Prevent Lead understands the expectations and key priorities of Prevent and these are embedded and explicit within safeguarding policies		
The Senior Leadership Team have a clear understanding and commitment to the Prevent Duty and its key objectives		

The Prevent duty and its objectives are embedded within the appropriate safeguarding processes established and used in school.		
2. Staff and the Governing Body have been appropriately trained according to their role		
Evidence	Rag rating	Action, when and by whom
All staff and Governors know who the Prevent Lead is in school.		
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk		
There are appropriate policies, staff guidance and literature readily available to all staff on Prevent		
Staff are confident and able to provide appropriate challenge to students, parents or Trustees if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns		
Regular, continuous CPD updating training on Prevent is available to the Strategic Prevent Lead and safeguarding leads where appropriate.		
3. An appropriate reporting and referral process is in place and referrals are being managed effectively		

	Rag rating	Action, when and by whom
Evidence		
An appropriate internal Prevent referral process has been developed		
Partner agency communication channels have been established – Local Authority (Safeguarding Hub) Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral		
Evidence of notification reports and/or referrals exists in school		
Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead		
A process is in place to identify, and develop ‘lessons learnt’; a reflective process that will inform future action.		

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion.

Evidence	Rag rating	Action, when and by whom
The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media		
Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community		

A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these		
Resources, displays and literature provide balanced information, advice and alternative views for pupils and students		
Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this		
The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs., through the curriculum, collective worship and interaction with the wider community		
SMSC is understood as a central strand in Prevent (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see page 5 and 6).		

**Prevent Audit Toolkit for Schools within The Forge Trust
Action Plan**

Name of the school within the Forge Trust				Date of audit	
Prevent objective number	Evidence Descriptor	RAG rating	Action needed	Timescale	Name and position of person responsible

3. Appendices

I. Notes on associated terminology

Al-Qaeda - An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism

British- People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory

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

English Defence League (EDL) - The English Defence League is a far right, street protest movement, which opposes what it considers to be a 'spread of Islamism', and Islamic extremism in the United Kingdom.

Ethnicity - This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group

Extremism - One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power.

Ideology- A set of ideas and beliefs of a group, religious or political party

Identity - An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.

Media - The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet

Propaganda - Ideas or statements that are often false or exaggerated and that are spread in order to help a cause

Islamaphobia - A hatred or fear of Muslims, their religion and sometimes-related politics or culture.

Islamist - A western term used to describe an extreme Muslim usually politicised

Jihad- Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary

Nationalism - a feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries

Nationality - The status of belonging to a particular nation by origin, birth, or naturalization

Racism - This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds).

Radical - A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions

Resilience - The ability to recover quickly from change, or misfortune

Right wing - A conservative or reactionary element in a political party or other organization, often associated with fascism, nationalism and racism.

Social media - Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos.

Stereotypes - This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them

Terrorism - The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons.

Terrorist - One that engages in acts or an act of terrorism

Xenophobia - An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.

II. Further information/resources

<http://www.Preventforschools.org/>

www.schoolslinkingnetwork.org.uk

www.annefrank.org.uk

www.peacemuseum.org.uk

Promoting British Values through SMSC

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Tackling extremism in the UK - Task Force report (see pages 5 – 7)

<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

Channel Guidance <http://www.acpo.police.uk/documents/TAM/2012/201210TAMChannelGuidance.pdf>

Prevent Duty (new guidance/consultation doc)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidance-a_consultation_Web_Accessible.pdf

Teachers' Standards <https://www.gov.uk/government/publications/teachers-standards>

12.)Mandatory documents for Safeguarding Leads to be familiar

This handbook should be read in conjunction with other Forge Trust linked policies including:

- The Forge Trust Safeguarding guidelines booklet
- Safer Recruitment Policy
- Staff Code of Conduct
- Staff Induction Policy
- Preventing extremism and Radicalisation Policy
- Data Protection Policy
- Equality and diversity Policy

Statutory documents listed below should also be referred to:

- Working together to safeguarding Children – 2018
- Keeping Children Safe in Education - Sept 2023
- Pathway to Provision V9.1
- What to do if you are worried a child is being abused
- Early Help Assessment Form (EHAF)
- 'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015

Nottinghamshire Safeguarding Children Board:

<http://www.nottinghamshire.gov.uk/nscb>

Lincolnshire Safeguarding Children Board:

<https://www.lincolnshire.gov.uk/lscb>

13.) Safeguarding File Contents Page

- 1.) Safeguarding Policy Document
- 2.) Safeguarding Guidelines Handbook
- 3.) Single Central Records Policy
- 4.) Induction Policy
- 5.) Preventing Extremism and Radicalisation Policy
- 6.) Safer Recruitment Policy
- 7.) Whistleblowing Policy
- 8.) Staff Code of Conduct Policy
- 9.) Prevent Duty Guidance and Audit Document
- 10.) Safeguarding Training and Induction Logs
- 11.) Safeguarding Training Certificates
- 12.) Safeguarding Audit Document and action plan
- 13.) The Forge Trust Safeguarding focus group documents
- 14.) CPOMS documents
- 15.) Monitoring of Safeguarding in school logs
- 16.) Safeguarding Reports to Trustees
- 17.) Managing Allegations documentation
- 18.) Safeguarding Templates

