Key points for headteachers

There are five key points all headteachers need to know to meet new duties. These key points are listed and detailed below:

1. Assessing the risk of students being drawn into terrorism

   - Headteachers and governors are expected to assess the risk of children being drawn into terrorism, including how likely they are to be exposed to extremist ideas that are part of a terrorist ideology. They will have to have robust safeguarding policies in place.
   - If a school hosts visiting speakers, policies should set clear protocols for ensuring that these are suitable and appropriately supervised.

2. Working in partnership with the local authority

Local authorities recognise that for many schools, this legislation will be implemented in a measured way, and will form part of the ethos of the school in the same way as other safeguarding measures already are.

Ealing Council have staff that will oversee the strategic implementation of this legislation and the majority of high schools in the borough have already met them through the delivery of ‘WRAP’ workshops. A series of briefings are also being delivered through designated safeguarding training, school heads forums and other sub groups.

When putting in place measures to safeguard students from terrorist ideology, your governing body or proprietor should consider how your local children’s safeguarding board approaches this issue. You can find your Local Safeguarding Children Board (LSCB) here if you’re unsure where to find them. When redrafting your child protection policy, be sure to adhere to government guidance and refer to locally agreed inter-agency procedures.

3. Training staff to identify at-risk children

Schools need to ensure that their staff:

   - have the knowledge and confidence to identify children who are at risk
   - are able to challenge extremist ideas used to legitimise terrorism
   - know where and how to refer children and young people for further help

The Ealing Prevent team are offering training workshops to schools as a priority and a large number of staff have already attended the ‘Workshop to Raise Awareness of Prevent’ (WRAP). In addition, Prevent staff have been mapping the products available that might be suitable as lessons or discussion tools and will soon be in contact with head teachers to extend training and exchange information on useful practice.
4. Keeping students safe online

Schools should set up appropriate levels of filtering on the school internet, keeping in mind that older students and staff may need to research terrorism and counter-terrorism as part of their studies.

All but one school in Ealing belong to the London Grid for Learning (LGfL), which imposes a baseline web filter that currently screens for extremist material. School IT technicians (‘Nominated Contacts’) have access (if / when necessary), to a variety of logs which can inform them of a variety of things, e.g. which person accessed which website, time of day, which PC on the network, which user was logged onto that PC etc. Network managers and tech support companies should consider attending the free web-filtering courses run by LGfL-Atomwide. Details of these courses can be found on the LGfL support site: www.support.lgfl.net

5. Managing prayer and faith facilities

Implicit in the guidance is the expectation that schools, further education institutions and sixth-form colleges will have clear policies on the use of prayer rooms and other faith-related activities. Such policies should cover arrangements for managing the facilities and any issues that arise, including how access is managed after hours. You may wish to contact the school effectiveness team at the council, or the Prevent team to discuss specific concerns.