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# Welcome

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After the successful implementation of our Prevent Schools Toolkit, we felt it would be useful for supplementary schools in Ealing to have guidance on how to keep children safe from harms, like radicalisation, whilst in the care of their organisation.

This toolkit provides ideas, resources and practical approaches to help support supplementary schools to understand the policies and procedures that could be implemented to safeguard children in their care, particularly around the harms of radicalisation.

We have included a variety of resources from a range of different organisations and charities such as the NSPCC, Government departments and Ealing Council. Each document supports a different action that supplementary schools may wish to consider when safeguarding children in their care.

We hope this toolkit provides you with effective support and guidance to safeguard children from the wide range of risks that they may face, including the threat of radicalisation and extremism.



# Introduction

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Supplementary education is a fantastic resource for children to access. It provides a space where they can extend their knowledge or develop new skills outside of a mainstream school. However, when working with children, there is always a huge responsibility. Part of that responsibility includes safeguarding.

Safeguarding covers many elements including: physical abuse, emotional abuse, grooming into gangs and being radicalised into holding extremist views. These are all important elements of safeguarding, which people working with children should be aware of.

This toolkit is geared to support your institution in safeguarding against the risks of radicalisation. The term Prevent will be referenced throughout this toolkit and refers to the government's counter terrorism strategy known as CONTEST.

Safeguarding children from the risks of radicalisation and extremism requires effective planning, preparation and agreed processes and protocols in place. Following the guidance in this toolkit, should help your organisation to ensure that your processes are successful, sustainable and ensures the safety of your community.

## About the toolkit

This toolkit provides ideas, resources and practical approaches to help support supplementary schools to understand the policies and procedures that could be implemented to safeguard children, under the age of 18, in their care. It also provides an understanding around the principles of Prevent.

Ensuring the safety of the children in your care is an integral part of your organisation. Through combining a variety of resources from organisations, including Ealing Council, NSPCC and the Government, we aim to provide support to your organisation in implementing effective safeguarding policies and procedures.

## Main sections in the toolkit:

- **Section 1: Background**  
Background information on Prevent and how it affects your organisation
- **Section 2: Guidance and Advice**  
Recommendations, highlighting potential risks and actions, to help implement policies and procedures to safeguard children
- **Section 3: Useful Documents**  
A section consisting of useful documents and a checklist of things to implement.

## Prevent and supplementary schools

Prevent is about ensuring that appropriate support is available for individuals who may demonstrate vulnerabilities to radicalisation.

This is safeguarding and works to protect children, as in the instance of child sexual exploitation, gangs, drugs, domestic abuse and other forms of harm.

**“Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm”.**

Prevent Strategy 2011  
HM Government

# Content

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Definitions



Prevent and your Institution



Safeguarding and Management



How to Make a Referral



What Support is Available



Checklist



Further Information & Guidance



Useful Documents



# Definitions

Child abuse	Child abuse is any action by another person, be it an adult or child, that causes significant harm to a child. It can be physical, sexual or emotional.
Children	For the purpose of this document, refers to under 18 years of age
Designated Safeguarding Lead (DSL)	A Designated Safeguarding Officer or Lead is the person who has responsibility for ensuring a company's safeguarding policy is adhered to. The role isn't essential but, if you work in a place with children or vulnerable adults, it is a good idea to have an officer position to ensure that your safeguarding efforts are as efficient and effective as possible.
Disclosure and Barring Service (DBS)	DBS helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, such as children. DBS is responsible for : <ul style="list-style-type: none"> <li>- Processing requests for criminal records and checks</li> <li>- Deciding whether it is appropriate for a person to be placed on or removed from a barred list</li> <li>- Placing or removing people from the DBS children's barred list and adults barred list.</li> </ul>
Emotional abuse	The ongoing emotional maltreatment of a child or young person, which can seriously damage a child's emotional health and development. It can involve deliberately trying to scare, humiliate or isolate a child.
Extremism	Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and respect and tolerance for different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.
Neglect	A form of abuse where the perpetrator, who is responsible for caring for someone who is unable to care for themselves, fails to do so. It can be a result of carelessness, indifference or unwillingness.
Prevent	Government policy for specified authorities to have due regard to the need to prevent people from being drawn into terrorism. A supplementary school is not a specified authority.
Radicalisation	The process by which a person comes to support terrorism and forms of extremism leading to terrorism.
Referral	A request for services to be provided by a local authority.
Safeguarding	Measures to protect the health, well-being and human rights of individuals, which allow people — especially children and vulnerable adults — to live free from abuse, harm and neglect.
Sexual abuse	Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
Supplementary Education	Supplementary education can be defined as all out-of-school-hours learning. Particularly classes focused on the provision of additional support for curriculum subjects including all languages, history and cultural enrichment activities such as faith, arts and sports. Provision takes place within a range of contexts including: tuition groups, after-school clubs, supplementary schools, mother-tongue classes, Saturday schools, faith tuition (temple, synagogue, mosque, church, or home-based) and private tuition.





# Prevent and your Institution

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## What is Prevent?

Prevent is about safeguarding people and communities from the threat of terrorism. It is one strand of the government's counter-terrorism strategy called CONTEST. It shares the same safeguarding principles as other issues such as gang grooming or drug abuse, seeking to protect and support those susceptible to the risk of radicalisation by working together.

## Understanding Prevent

Prevent is safeguarding mechanism, which aims to ensure that people are not groomed into adopting extremist ideologies such as the Extreme Far-Right, Extreme Far left, as well as Da'esh and 'Al Qaida' inspired ideologies.

This can be achieved by providing awareness and counter-narratives to terrorist ideologies, which are often drawn from extremists who oppose our Fundamental British Values of tolerance, individual liberty, democracy and rule of law.

[Click here](#) to find out more about the 'Prevent Duty'.

## How does this affect my institution?

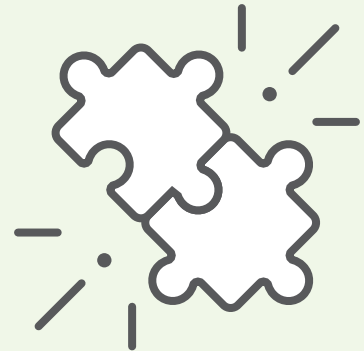
A child can be at risk of being radicalised by anyone: a stranger, family member, member of staff or peer. There are even cases of 'self-radicalisation', whereby an individual comes to adopt extreme views on their own, often being influenced by the internet and social media.

As an institution which seeks to support and develop children, it is important that you know what to do in situations where you have concerns around radicalisation, regardless of where you think the influence is coming from. This is paramount given the fact that you are working with children, which places a legal duty to safeguard them whilst in your care.

Serious cases, whereby radicalisation has occurred within supplementary schools, have emphasised the importance of appropriate safeguarding within such settings. What's more is that often individuals who work with children may notice or be made aware of safeguarding issues. If that information is not shared correctly, then a child could continue to be at harm.

## What can I do?

Your institution may be a registered charity or operate as a private business, however it is important for you to protect the children in your care from individuals or groups who may cause harm to children through promoting extremist ideologies.



To do this, you may wish to consider relevant safeguarding mechanisms when:

- Employing staff
- Inviting guest speakers
- Supervising children in your care, including online study
- Taking children off-site in your care

This toolkit should equip you with the appropriate advice to address these factors.

[Click here](#) for our Checklist to review what your institution does well in safeguarding children from the risk of radicalisation.

[Click here](#) for the Department for Education's Draft Voluntary Safeguarding Code of Practice, which provides further support for other safeguarding, including Health and Safety.

For more guidance on protecting charities from abuse for extremist purposes [click here](#).





# Safeguarding and Management

## What can management do?

This section aims to provide guidance to management on how to effectively safeguard children in your care. It offers advice and practical ideas on:

- Designated Safeguarding Leads
- Policies and Procedures
- Risk Assessments
- Raising Safeguarding Concerns
- Safeguarding Training

We have created a [checklist](#) of key components for managers to consider, when implementing Prevent Safeguarding in your organisation. This is not an exhaustive list, but can be a good place to start, when checking what your organisation can do to protect your students from the risk of Radicalisation and Extremism effectively. The toolkit will support management in ensuring that these aspects of safeguarding are to a good standard.



For further support and ideas [click here](#) to access an example from 'Faith Associates', who have compiled a handbook for Madrassah's, which could be adapted to support your organisation.

## Designated Safeguarding Lead

As an organisation, you should consider having a senior member of staff allocated the role of the Designated Safeguarding Lead (DSL). This person would be responsible in ensuring that students are kept safe whilst under the care of your institution. Their role could include: writing and reviewing Safeguarding Policies and other documents associated with safeguarding; checking staff suitability; and dealing with safeguarding concerns, which may mean making a referral to the Local Authority. [Click here](#) and for more information from the Department for Education (DfE) on the role of DSL's in education, which can be adapted for your organisation (page 89).

Contact the [Prevent Team](#) for further information about Training and support for DSL's.

## Safeguarding policies and procedures

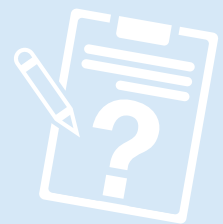
A Safeguarding policy defines actions that your institution takes to protect children from harm. This includes, but is not limited to, the risk of radicalisation. A procedure relates to the specific protocol that your institution takes in relation to your policy.

Your policy should include:

- Statement highlighting your organisation's commitment to protecting all children.
- What your organisation will do to keep children safe, including how you will respond to concerns.
- Supporting procedures, which will support these policies.

When considering a Safeguarding Policy you should complete a Risk Assessment, which incorporates things like:

- Potential risks, including staff, visiting speakers and recruitment
- Raising a safeguarding concern
- Safeguarding training



For further support and guidance, [click here](#) to access the NSPCC's 'Writing A Safeguarding Policy' guidance. The next section will provide information on how to create a Risk Assessment.







## Safeguarding and Management

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### Risk assessment

A risk assessment is a process whereby you identify potential harm, assess the likelihood of that risk and decide on methods that your organisation can take to limit that particular risk. It is aimed to help make sure that your organisation is well-equipped to deal with potential risks that may arise – in this case protection against the risk of radicalisation – and can help to identify potential gaps to address.

Undertaking a risk assessment, can be particularly useful when considering the policies and procedures that your organisation can implement.

Ealing Council's Prevent Team have created a [Template Risk Assessment](#). You could use this and adapt the relevant sections for your organisation to ensure that you are safeguarding children in your care effectively.

The following subsection should help to outline 'potential risks' and support with explaining some of risks that you may come across within your organisation. Use the information provided to help to provide practical ideas for you to use in your organisation and risk assessment document.



### Potential risks

Children often go through great transitions in their lives.

This could be changes in school, in family structures or even hormonal changes.

While every child's life is different, many children, at some stage, may be vulnerable. It is these vulnerabilities which often play a part in children being exploited, becoming victims of abuse and influenced into adopting harmful ideologies and activities.

If a child is being exploited, you or your staff may notice some behavioural changes. In some supplementary schools, you may see your students frequently, and therefore could be in a position to notice these changes in their behaviour. For examples of vulnerabilities and concerning behaviours, [click here](#).

The following sub-section will focus on potential influences, which could pose a safeguarding risk to a vulnerable child in the context of radicalisation. In a supplementary school, these influences could come from:

- [Adults working with children](#)
- [Online safety](#)
- [Visiting speakers/guests](#)
- [Taking children on trips off premises](#)

This is not an exhaustive list, however they are risks which have been commonly associated with settings that work with children. The management of an organisation should consider creating relevant policies to safeguard students from these potential risks. Click here for more information on '[Potential Influences](#)'.

For further guidance on potential risks, you could refer to the [DfE Voluntary Code of Practice](#).





## Safeguarding and Management

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### Adults working with children

Adults working with children play a vital role within your organisation. Often, they have the most interactions with children, which means they are an integral component within the process of safeguarding. In your 'Risk Assessment' you could explore the following risks associated with adults working with children:

- Their awareness of Safeguarding and Prevent.
- Ensuring staff members are suitable to work with young children.
- Their understanding of how to manage concerns.

If you have a concern about a member of staff please see the '[Raising a safeguarding concern](#)' section, for more information on how to deal with a concern surrounding a staff member.

### Awareness

It is important that all adults working with children are made aware of the vulnerabilities that they may experience - [click here](#) for more on 'Vulnerabilities'. This is so that they can recognise risks and safeguard children, as they will be aware of behaviours which may indicate a safeguarding concern. Staff should be reporting on concerns immediately to ensure that the child is being protected and that no information is lost.

Having clear policies and procedures around safeguarding as part of new staff induction can be useful. Some organisations have posters of their procedures to remind staff and build awareness for them.

Also, providing regular training, via platforms such as the [Home Office's WRAP e-learn](#), could help to develop your staff's awareness around the risk of radicalisation. This training explains what radicalisation is, the behaviours which may indicate a concern and what to do if such concerns arise.

See the [click here](#) section, to see what other help may be available from Ealing Council.

### Suitability and safer recruitment

Children often see their responsible adults, including those who teach them, as role models. They hold great influence over them and can really shape a young individual's life.

Unfortunately, as illustrated through serious cases, some adults may not always be suitably placed to work with children.

Therefore, as an employer, you should ensure that your staff members are suitable for working with children.

This could include:

- **Checking formal identification** upon appointment.
- Having all staff **DBS checked**.
- Having a safeguarding aspect in the **interview** stage.
- Requesting details of **previous work experience/references**.

The next section will provide you with further information on each of these recommendations.

[Click here](#) for further information, see page 22 of the DfE Voluntary Code of Practice.

[Click here](#) to see a checklist from the NSPCC, which provides key things to consider when recruiting a new member of staff.





## Safeguarding and Management

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### Checking identification

Employment laws require all employers to verify the identity of staff they appoint. By doing this you can confirm their eligibility to work in the UK and make sure that they are who they say they are, so that when requesting references and completing a DBS check it is for the right person.

Identity can be verified by checking formal documents like a passport or birth certificate.

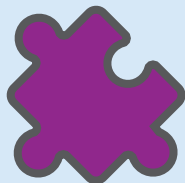
[Click here](#) for more information on checking identity from the Disclosure and Barring & Service (DBS).

### DBS checks

The Disclosure and Barring Service (DBS) provides criminal record certificates to support an employer in determining the suitability of an individual for their role, especially when this role involves working with children. These checks include information about unspent, and for certain roles, some spent convictions and cautions. A DBS check provides information only about records held within the UK.

Obtaining a DBS check is considered good practice as part of any employer's recruitment and safeguarding policies and practice. However, where a provider is also a regulated activity provider, it is especially important that all staff and volunteers are DBS checked. This is because you will be breaking the law if you knowingly recruit someone to work in regulated activity who has been barred from working with children. This applies to staff and volunteers that are unsupervised workers.

The above information has been obtained from the DfE Voluntary Code of Practice on page 22. [Click here](#) to see more information from this document.



### Interview

The interview stage is generally a pivotal part of informing staff suitability for the role, as it can give further insight into previous experience, qualifications and why the candidate feels they are best suited for the role.



Widespread practice in the Education Sector is to include a question in relation to safeguarding during the interview stage. This may be something that you wish to adopt for your organisation as it can help you to identify the candidate's knowledge of safeguarding, so that you can consider what further training and support is needed post-appointment.

### Previous work experience/references

Getting references is commonly used within the recruitment process by many organisations. It can help you to identify the suitability of staff with regards to things like: integrity, professionalism, attendance. For those who may not have had previous employment, it can still allow you to gain an understanding of their suitability.

Sometimes you may notice some contradictions which you may wish to consider during your recruitment. Requesting references before interview, can be useful to clarify any questions you may have.

You should always address your reference request from a named person, preferably a senior person, and ensure that written/email references clearly demonstrate the work done within the organisation stated.

### Knowledge of procedures

Finally, once you have created your safeguarding policy, staff should be made aware of the safeguarding procedures that your institution may use. This is important as it ensures that there is consistency in safeguarding processes, so that children are safeguarded effectively.

Please refer to the ['How to Make a Referral'](#) section for support on how to form an effective procedure.



## Safeguarding and Management

### Online safety

Technology and the internet has proven to be a beneficial resource for the modern world. However, there are some disadvantages with the internet, including access to dangerous material online.

Furthermore, with the increased use of social media amongst children, the ability for them to be reached by strangers who may have ill-intentions and cause them harm, has significantly increased.

To further protect children in your care from the risk of the internet, you could consider our step-by-step guide below:

Identify concerns – see [‘Potential concerns for online safety’](#)

Create an ‘Acceptable use’ Policy for staff/pupils. Update when necessary. [Click here](#) for LGFL templates

Establish clear reporting procedure to monitor and log concerns or breaches related to online activity, as it can help to spot trends

Ensure all staff have awareness of Online safety - see the [Training](#) section or links provided

Raise awareness for parents and carers, reinforcing good practice and signposting them to resources

This flowchart should help to provide your organisation with different mechanisms, which could empower your staff with the knowledge and skills to keep children safe online, both when inside and outside of your institution.

### Filtering

You may also want to apply appropriate filtering to limit the websites and applications that can be accessed via your computers. If your centre utilises computers as part of a curriculum resource, you could consider:

- removing internet browsers
- limiting websites to only suit your curriculum

This could ensure that pupils are utilising their time effectively, staying on task, and most importantly, keeping safe.

### Mobile phones

Mobile phones also allow pupils to access the internet, which could lead to them being off-task, and again potentially at-risk of radicalisation, due to the unrestricted access they may have to the internet.

Therefore, implementing a mobile phone policy, which limits their use during lesson time, could be beneficial. Not only will it keep your students safe, it could also mean that they remain focused within the sessions and services that your organisation provides.

You may wish to consider providing online safety advice for parents and children via information leaflets or running workshops. Contact the [Prevent Team](#) to see what support and resources we can provide.

For further guidance on Online Safety, visit the [NSPCC webpage](#), [CEOP](#) or access our [online safety](#) support from Ealing Council.



### Visiting Speakers

External visitors can be a great resource, as they provide different perspectives and can really engage children. However, as with any adult who works with children, you should ensure that they are also suitable. Also, we strongly recommend letting parents know about planned speakers.



Below, we have some risks and solutions to consider when hiring visiting speakers, which are commonly used within school, but can easily be applied in many supplementary schools.

To support you with managing people entering and leaving your premises, you may wish to consider writing a visitor policy.

[Click here](#), for a Visitor Policy Template.

### Suitability

Having a formal procedure for inviting speakers could help to consider the suitability of a speaker.

This could involve:

- Approval from the Director(s) / board of trustees, to gain a clear understanding of why the speaker has been chosen to come to your setting.
- Carrying out due diligence checks on the speaker, can ensure that the individual is suitable for working with children. This could include researching testimonials and exploring the nature of the work they do.

By doing this, you can assess the benefits for the children having such visitors attend your organisation.



### Content

Speakers often have valuable information to share with children. However, it is imperative to make sure that the content being delivered is appropriate for the age range of your pupils, to protect them from the risk of radicalisation.

In order to do this, you may wish to:

- Have the speaker share the content with staff beforehand, to ensure that all content is relevant for the audience.
- Get the speaker to read and sign a document stating that they will not make any statements which might cause offence, undermine the protected characteristics within Equality Act 2010 or make any extremist remarks that promote hatred, intolerance and violence.

### Security

Finally, as with all adults working with children, we need to ensure that they are secure from those they interact with. You could do this by ensuring that:

- All speakers/visitors have suitable identification with them.
- Speakers or any visitors are supervised at all times and not left alone with pupils, unless you have checked and seen evidence that they hold an up to date and confirmed DBS.

For further information and guidance, [click here](#) to see the Charity Commission guidance on 'Protecting Charities from abuse for extremist purposes', which reinforces the idea of protecting your institution from hiring guest speakers, who may have extremist views.

You can also access the 'Educate Against Hate' [Guidance for hosting speakers on school premises](#). Although this guidance is aimed at mainstream schools, it can be applied to supplementary schools and tuition centres as it gives practical guidance on hosting speakers.

### Taking children on trips off premises

Taking children on trips can be great for their personal and intellectual development. It helps them to explore the world and supports their learning through providing different and meaningful experiences.



However, it can be a very big responsibility, since the children are no longer within your organisation's controlled environment, which could pose a range of Health & Safety and Safeguarding risks. Therefore, it is imperative that you inform parents fully of any planned trips off-site.

This subsection will explore some of the risks and practical solutions to consider, when taking children off your premises, with relevance to Prevent. For general Health and Safety risks, please [click here](#) to access Ealing Council's guidance.

#### Due diligence

When working with external organisations, it is useful to carry out due diligence checks.

Due diligence refers to reasonable steps to maintain a good standard of care and in this case, mitigate any potential risks.

When taking children to external events and venues, you could employ due diligence through:

- exploring the ethos and values surrounding the partner organisation
- considering the organisations' reputation through other institutions, colleagues and testimonials

- discussing safeguarding procedures and awareness of the organisation

By doing this, you would be taking reasonable steps to ensure that the trip is conducive to your students' learning, as well as managing safeguarding risks like radicalisation.

#### Content

The material used, and content covered within a session, will also be something that you may like to consider.

In the same way that you endeavour to monitor the content of visiting adults within your premises, you should also take precautions when taking them to events and venues off-site.

You could ensure:

- the content is age appropriate. Some productions may consist of sensitive topics that children may not be able to comprehend to the depth it requires.
- to check that the content is not distressing. If it is, you should use your professional judgement to consider how appropriate it is.

Through discussions with parents, as well as organisers and representatives for the event/speaker, you should be able to determine the nature and suitability for the children in your care.

## Safeguarding and Management

### Creating a procedure for raising a safeguarding concern

Child Protection laws place responsibility upon us to protect and safeguard children in our care. When working with children, we should maintain their welfare at the forefront of our intentions.

As an institution, you should aim to have a set procedure, so staff are able to share safeguarding concerns in an efficient and effective way.

A widespread practice adopted by many schools and college is to **Notice, Record, Share and Refer**.

#### NOTICE

Safeguarding concern is identified - either through a student disclosure or via professional discretion.

#### RECORD

Write the concern in the form of an email or hand written note in its truest form.

#### SHARE

Give this information to your designated safeguarding member of staff. If your organisation does not have one, then move to next step

#### REFER

Provide this safeguarding concern with Ealing Social Care, via ECIRS\*. See section on 'How do I make a referral?'

\*if you are unsure, you should contact Ealing Prevent Team for further advice and guidance.

**Notice**, refers to staff recognising concerning behaviours of the child, or having a disclosure made by the child, as mentioned in the [Staff Awareness](#) section. It could also be staff 'noticing' concerns from interactions with the child's parents, siblings or other individuals who have an influence over the child in question.

**Record** refers to making an accurate log of what the child has disclosed. When recording referrals,

it is integral to note the importance of not asking leading questions to children. They should be allowed to disclose in a manner that has not been influenced by other people. Furthermore, any information and concerns should be logged as accurately as possible, to avoid any information being lost, which may result in further harm to a child.

Staff should have someone who they can **Share** their concerns with, which is often the Designated Safeguarding Lead (DSL). This procedure can be in person, or email, but we do recommend that there is a record kept of any information shared. It is important for staff to remember that this information should be kept confidential and not openly discussed outside of their professional role. For more information on the role of the DSL [click here](#).

It is important that concerns, particularly disclosures from children, are reported straight away to the DSL, to ensure the safety of a child, but also so that information is not lost or forgotten.

The DSL should aim to discuss concerns with the parents or guardians with parental responsibility, unless you believe the child or young person is at risk from the parent(s)/ guardian(s), for example a disclosure from the child that a parent has planned to take them to a conflict zone and join a terrorist group. Where you believe the concerns are not related to the parents you can talk them through your responsibility of sharing the concern with the local authority. Refer to your safeguarding policy to support this. You can also reassure them that the referral is an opportunity to get help early on and protect their child from harms and support the family too.

Contact the Prevent Team for 'Parent Leaflets', which help to explain Prevent and outline the support that can be provided to those at risk of radicalisation.

## Safeguarding and Management

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Institutions are not expected to investigate safeguarding referrals – this is the responsibility of the Local Authority as they have the legal responsibility, expertise and workforce to do so. Therefore, once information has been shared with your designated staff member, they should **Refer** this information to the relevant body within the council.

Please see the [‘How to make a Referral’](#) section, for further guidance and understanding on how your organisation can pass these referrals on and the process after. If you are unsure on whether you need to make a referral, please contact the [Prevent Team](#), who can assist you with advice on the next steps to take.

For further support with Noticing, Recording, Checking or Sharing a concern, [click here](#) to access support from the NSPCC.

### What if it is a concern around a parent?

You may find that your concern is surrounding a parent’s behaviour, rather than the child behaving in a concerning way. Examples of this could be that you are made aware of a parent participating in an extreme group, via social media or they openly espouse something which may seem concerning.

In a situation like this, we would still advise that you follow a similar procedure, as this child may be at risk of being radicalised. This is due to the influence that parents and trusted adults have over a child.

[Click here](#) for more information on potential influences over a child.

Determining whether something is extreme may be difficult. Therefore, if you are unsure whether a parent’s behaviour warrants a radicalisation concern, you are able to contact the [Prevent Team](#), who are more than willing to give you further advice.







# How to Make a Referral

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This section will provide guidance to the DSL on how to make a referral if you feel that a child is at risk of radicalisation, or any other safeguarding concern. By referral, we mean passing on information regarding any safeguarding and well-being concerns to the relevant body (in this case Ealing Council) so that they can support the young person and their family.

As your Local Authority, we have a duty to support and safeguard all children in our borough. Therefore, all concerns surrounding children should come to us. Even if it is a conversation to talk through a concern, it is imperative to share it with us so we can assist you, it is better to be safe.

## What do I do if I find a child at risk?

If you feel that a child is at risk of radicalisation or any other safeguarding risk, you should make a referral to Ealing Social Care, by calling the ECIRS team (Ealing Children's Integrated Response Service) on: 020 8825 8000 – if you think the child is at immediate harm or for an emergency, always call 999.

Ealing Children's Integrated Response Service (ECIRS) is the single point of entry for all child safeguarding referrals. A single point of entry ensures that a child gets the most appropriate help as soon as a concern is raised. If the referral meets the threshold of risk, it will be given to the appropriate team within the Council, who will consider the case and provide the relevant interventions and support.

It is important to inform parents/carers that you will need to make a referral unless there is good reason to believe the parents are;

- placing the child at significant risk of harm
- facilitating or encouraging the behaviour
- likely to chastise/punish the child

When you first call ECIRS you will speak to a social worker who will note the concerns and advise the next steps.

To assist you with identifying the risk, you may wish to fill in the Vulnerability Screening Tool (VST) with the young person. This tool is designed to support your conversation with the young person, especially if you feel there is a risk outside of the home as it provides a wider picture of the situation.

If you feel that you need more advice before making a referral particularly where there may be a risk of radicalisation, you can contact the Prevent Team beforehand. They will be able to give you some advice and guidance as to whether the case needs to be referred to the ECIRS team. They will also provide you with support and reassurance. You can contact them on:

**Tel: 020 8825 9849**

**Email: [prevent@ealing.gov.uk](mailto:prevent@ealing.gov.uk)**

**Staff member notices something concerning**

**Staff member shares with designated safeguarding staff member**

**Designated Safeguarding Staff member to share with ECIRS by calling:  
020 8825 8000**

**In an emergency call:  
999**

**To discuss Prevent related concerns beforehand, call:  
020 8825 9849**



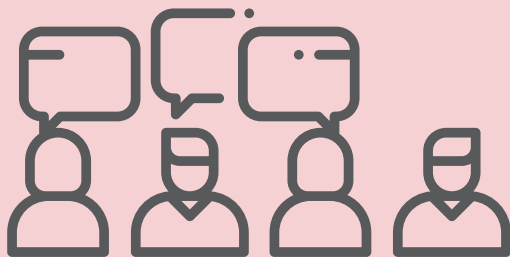
## How to Make a Referral

### What happens when you make a referral?

ECIRS is a single point of entry, which means that it provides an effective way of ensuring a child gets the right help at the right time as soon as a concern is raised. It also reduces the need for information sharing between different services which guards against children ‘slipping through the net’.

Once you have spoken to ECIRS, they will compile the information that you have given and consider whether the referral meets a threshold of risk. If it does, they will forward it on to the most relevant team, who will look at the case further and consider what support and interventions need to be put in place.

With concerns around the risk of radicalisation, it will be forwarded to the Prevent team, who will consider the case further to assess the risk, to allow for a proportionate response. If it is deemed that there is a risk of radicalisation, then it will be referred into Channel, a multi-agency panel, consisting of professionals like social workers, teachers, mental health practitioners and Prevent Staff, who will discuss the case – more information about the ‘Channel Process’ can be found below.



### What is Channel?

Channel is a multi-agency programme that seeks to provide early intervention to divert vulnerable people away from the risk of being drawn into terrorism.

It works by members from a wide range of services meeting on a panel that is chaired by the

local authority to assess the nature and extent of the risk and, where necessary, provide a support package tailored to the vulnerable individual’s needs.

The Channel Panel will assess the case and agree on a proportionate response to support the individual. During this discussion, they will look at the vulnerabilities of the individual and consider interventions to support them, helping to challenge ideologies and narratives which are extreme in their nature. It acts as an intervention to support individuals and ultimately safeguard them from the risk of radicalisation.



It is important to know that the Channel panel will require consent from the individual being referred for support. For those under the age of 18 years, parental consent will be required from parents or guardians with parental responsibility in order for them to access Channel support and intervention. If consent is provided, then a range of support will be offered. If consent is not provided, then the referral will be exited out of the Channel Panel and passed back to ECIRS. In all cases the Prevent Team will support the organisation on managing any risks identified.

[Click here](#) to find out more about Channel.





## How to Make a Referral

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### Procedure for dealing with staff allegations

Given recent serious cases of staff allegations it is imperative that we deal with concerns around staff members appropriately. Any allegation of abuse is likely to cause a great deal of concern, and this section provides a guide on how to deal with this.

If an allegation of abuse is made against a member of your staff, it is important to have a procedure in place to deal with the situation at hand. This procedure could include:

- Recording information surrounding an allegation
- What to do when a disclosure is made
- Who to pass the information to within the Council

Below is further information surrounding each of these areas. For further guidance, from Ealing Council, surrounding dealing with staff allegations [click here](#).



#### Recording information

Information given during an allegation is pivotal in the process of dealing with it. Staff being informed about an allegation, should ensure that there is a written record of the information (where possible in the child's/adult's own words), including the time, date and place of incident/s, persons present and what was said. This will support the investigation and would mitigate the risk of information being lost as well as the trauma for an individual to have to repeat the situation that they observed/experienced.

### What to do when a disclosure is made

The person to whom an allegation or concern is first reported should treat the matter seriously but keep an open mind. They should not:

- Investigate or ask leading questions if seeking clarification
- Make assumptions or offer alternative explanations
- Promise confidentiality. However, they can give assurance that the information will only be shared on a 'need to know basis'

If a child in your care has been subject to harm from this adult, you must also make a referral to ECIRS. See [How to make a referral](#) for guidance.

### Who to pass information to in the Council

Holding information about another staff member can be a tricky situation, especially as it may become increasingly hard to be impartial. Ealing Council have a specific department to deal with allegations. If you have an allegation that needs to be investigated, you should contact the Local Authority Designated Officer (LADO). Information about Ealing's designated LADO can be found [here](#).

You can contact them directly on:

**Tel: 020 8825 8930**

**Email: [asv@ealing.gov.uk](mailto:asv@ealing.gov.uk)**



# What Support is Available?

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## Safeguarding training and support

Investing time and training for staff is a key component of good management. New members of staff, especially volunteers and those who may not have had experience of working with children, should receive the appropriate training and support to develop their safeguarding knowledge. This will not only support your organisation in successfully safeguarding children, but will also develop your staff, supporting them in their role.

There are large amounts of support available online and through other institutions within the borough.

This section will give you further information on the training that you can take advantage of, including:



- What the Local Authority can provide
- Engaging with parents
- How schools can support your organisation

## Support from local authority

The Local Authority have departments dedicated to safeguarding, who can provide the expertise, support and resources that you may need. The Prevent team is one of them.

In the Prevent team, we have plenty of free training and resources for you to use, as well as different community projects for your organisation to utilise. These are mainly geared around promoting tolerance, respect and awareness around the risk of radicalisation.

We offer training sessions for staff as well as workshops for children. See '[Contact Details](#)' section to get in contact with our team to find out what offers we have available.

You can also access the '[Educate Against Hate](#)' website which includes resources from across many local authorities and the [Prevent E-Learning](#) package for free training which has

been developed by the Home Office, to aid staff awareness of the risk of radicalisation. You can also find [Ealing's Prevent Schools Toolkit](#), which includes a range of resources and guidance to help recognise and promote safeguarding against the risk of radicalisation; your organisation could adapt resources to use within your setting.

## Ealing Out-of-School Settings Assurance Scheme

Ealing Council have recently developed a free membership scheme, where out-of-school settings are able to access supporting documents and templates to help keep children safe in their provision.

As part of this membership scheme, you will be able to seek guidance from professionals who are experienced in this area, and apply to achieve the Ealing Assurance Mark. This mark will demonstrate that you have sufficient safeguarding measures within your organisation, as recognised by Ealing Council.

For further information on how to become a member, contact [ooss@ealing.gov.uk](mailto:ooss@ealing.gov.uk)

## Engaging with parents

With the evolving nature of childhood and adolescence, it can be hard for parents to keep on top of risks and dangers that their children may face – especially with the internet.

Being transparent and highlighting the different policies and procedures you have to safeguard children in your care, could help to build trust and awareness with parents.

For example, signposting them to websites like [NSPCC Net-Aware](#), can act as a guide to the different Apps used by children, which can help to raise their awareness of how to keep their children safe online.

Get in touch with the [Prevent Team](#), to see what Parent workshops and Community Prevent projects we have.



## What Support is Available

### Support from local schools – working collaboratively

Mainstream schools and out-of-school settings have a common goal of wanting the best for their students. Due to legislative requirements placed on schools, they have resources, knowledge and expertise that could be useful for your organisation.

There are many benefits, if there is effective co-operation between both institutions.

Below are some benefits of joint-working:

- Building strong relationships.
- Allows for consistency between organisations, which is helpful for enhancing students knowledge.
- Gives credibility to an organisation if it is associated to a mainstream educational institution.
- Sharing knowledge and skills around teaching, cultural and religious practices.
- Sharing of resources and good practice between institutions, which can help manage workloads.
- Working in partnership is often helpful in accessing funding, particularly when applying for funding that could benefit both parties.

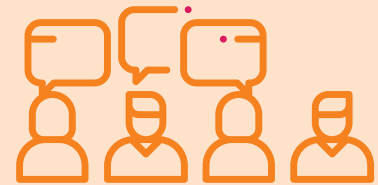
The following section will provide you with ideas on how to implement collaborative working with your organisation.



### What could you do?

Sometimes it may be difficult to think of ways to implement ideas. Here are some things you could consider, to allow for collaborative working:

- Contacting schools that your pupils attend – this could be based on locality/catchment area.
- Setting a meeting with local schools to discuss ways you can work together.
- Creating a working group with schools, to explore ways of working.
- There may be potential for you to attend Ealing Council's Anti-Radicalisation In Schools for Ealing (ARISE) meetings, which is a network of schools who share good practice around preventing extremism in schools.
- Linking in with similar organisations to yours, to compare and evaluate successful policies and procedures.



### How can we help?

There are different projects, which schools and supplementary settings can get involved with. Get in touch with your local [Prevent Team](#), to facilitate partnerships with schools in your local area, to help safeguard children against the risk of radicalisation.



# Checklist

Use this checklist to see some of the things that your institution is doing/can do to ensure that you are safeguarding from the risk of radicalisation.

Checklist	Yes	No	What can you do?
Is there a Designated Safeguarding Lead (DSL)?			<p>A senior member of your organisation, who is easily contactable and visible, should be assigned this role. They should be in charge of making safeguarding referrals and raising awareness of safeguarding in the organisation.</p> <ul style="list-style-type: none"> <li>For further information contact the Prevent Team: <a href="mailto:preventschoolsinfo@ealing.gov.uk">preventschoolsinfo@ealing.gov.uk</a></li> </ul>
Has the DSL had sufficient training?			<p>DSL's should be trained so that they understand Child Protection and how to make a referral. They may be able to get training from the Local Authority.</p> <ul style="list-style-type: none"> <li>For further information contact the Prevent Team: <a href="mailto:preventschoolsinfo@ealing.gov.uk">preventschoolsinfo@ealing.gov.uk</a></li> </ul>
Are staff DBS checked?			<p>DBS checks can be important in identifying staff suitability. Some staff who already work with children in a school, may already have this.</p> <ul style="list-style-type: none"> <li><a href="#">Click here</a> for the Government's 'Guidance for Employers'.</li> </ul>
Is there a Child Protection/Safeguarding Policy?			<p>These policies outline your commitment to keeping children safe in your care. There are templates and some comprehensive guides to support you in writing this.</p> <ul style="list-style-type: none"> <li><a href="#">Click here</a> for the NSPCC's 'Writing A Safeguarding Policy' guidance.</li> </ul>
If your institution allows children with access to the internet, are there filtering/monitoring systems?			<p>To limit the risk of accessing extremist or inappropriate material, you should ensure that staff have password protected computers and the internet has appropriate filtering.</p> <ul style="list-style-type: none"> <li><a href="#">Click here</a> for UK Safer Internet Centre's guidance on appropriate filtering and monitoring.</li> </ul>
Is there a visitor policy, which:			<p>a) People entering the premises should be authorised to be there.</p> <ul style="list-style-type: none"> <li>- Having a signing in and out sheet can be important in monitoring who is in the building.</li> <li>- Adults should not be left alone with other children, unless they are authorised (DBS checked).</li> <li>- For parents, you may wish to have a designated waiting area, which is supported by a member of staff.</li> </ul> <ul style="list-style-type: none"> <li><a href="#">Click here</a> for a Visitor Policy Template.</li> </ul> <p>b) If you have planned guests make sure you follow a procedure which includes:</p> <ul style="list-style-type: none"> <li>- Checking suitability through DBS/Due Diligence.</li> <li>- Reviewing content prior to delivery.</li> <li>- Informing parents of the speaker and providing details if requested.</li> <li>- Ensuring a member of staff is always present, especially if the visitor does not have DBS clearance.</li> </ul> <ul style="list-style-type: none"> <li><a href="#">Click here</a> for advice in this toolkit.</li> <li><a href="#">Click here</a> for Educate Against Hate's 'Guidance for Hosting Speakers on School Premises'.</li> </ul>
Protects the institution from strangers entering?			
Ensures that all planned visitors undergo the appropriate checks?			





## Further information & guidance

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If you require further information & guidance on what to do if you are worried a child is being abused, HM Government have provided a document to help practitioners identify child abuse and neglect, and how to take the relevant and appropriate action in response. This advice applies to anyone working in the statutory, voluntary and independent sectors.

[Click here](#) for the **HM Government guidance**.

If you require any further advice regarding individual child safeguarding cases, please contact the **Ealing Child Protection Advisers**, details of which can be found online at –

<https://www.egfl.org.uk/services-children/safeguarding/child-protection/contacts-advice-and-support>



# Useful Documents

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## Child protection

### Ealing Child Protection Procedures – Yellow Book

The Yellow Book provides Ealing’s guidance for people working with children and their families in voluntary, community or private sector organisations. As safeguarding and promoting children’s welfare is the responsibility of all organisations, this guidance sets out what should be done to protect children from abuse and harm.

[Click here](#) to access the Yellow Book.

### Types and Indicators of child abuse

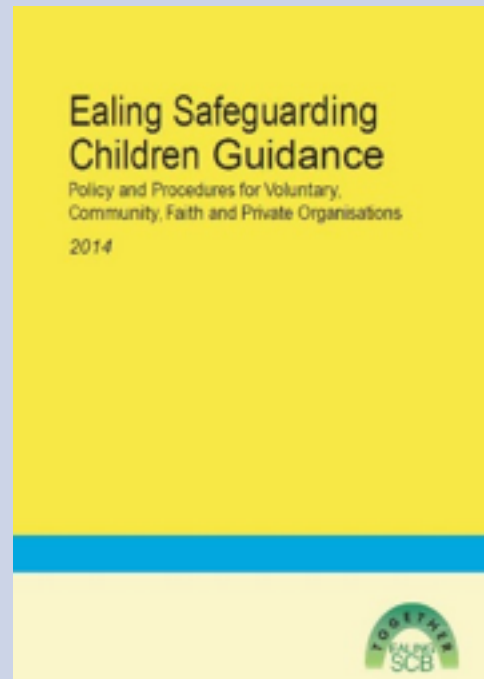
As an out of school setting, it is your responsibility to ensure that the children in your care are appropriately safeguarded against any form of potential harm. Therefore, it is important for staff to understand types and indicators of forms of child abuse, and to be able to recognise if a child needs help and a referral must be made.

The Ealing Council guidance explains all types of child abuse, and how to recognise if a child is being abused in any of these ways. [Click here](#) to access the document.

For further guidance regarding signs and symptoms of abuse and neglect, there is the NSPCC risk indicator guidance available. This provides information on what to look out for and what to do next if you feel a child is being abused in any way.

Follow this [link](#) to access the NSPCC guidance.

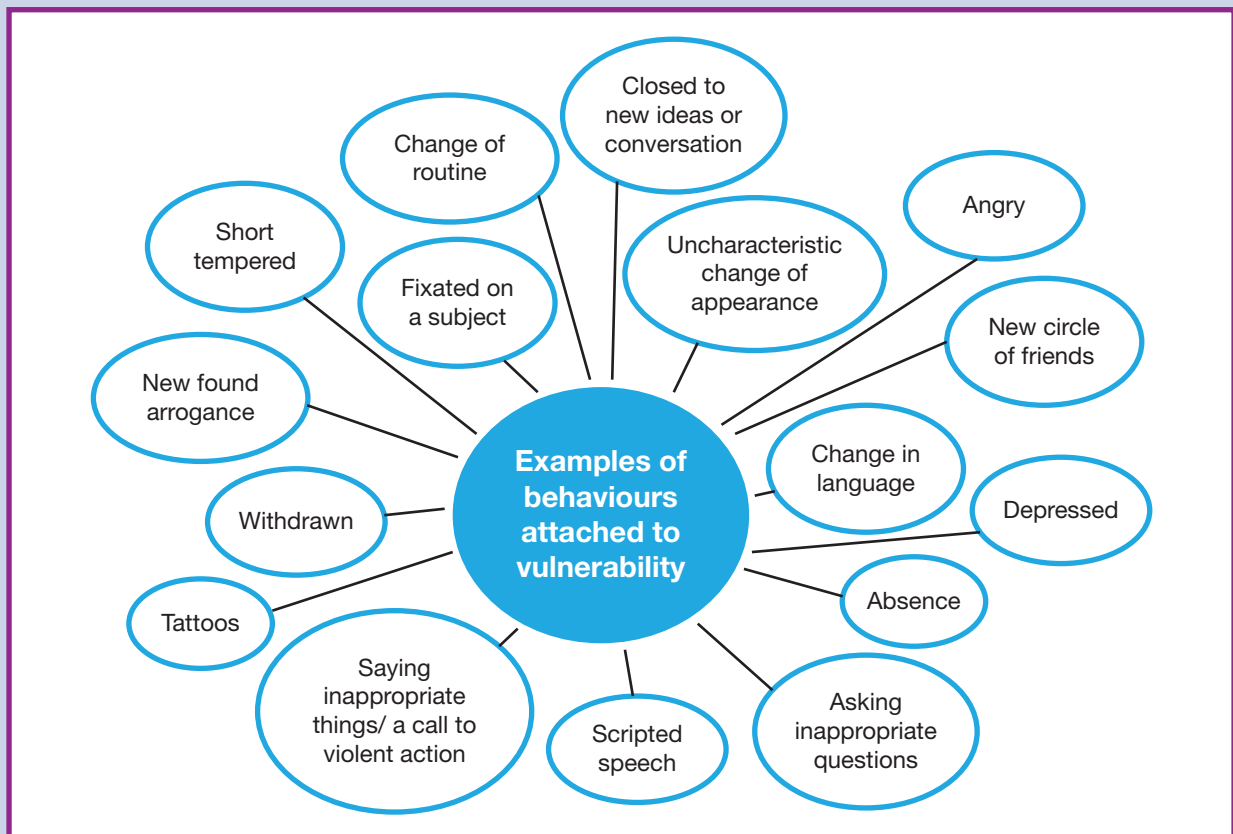
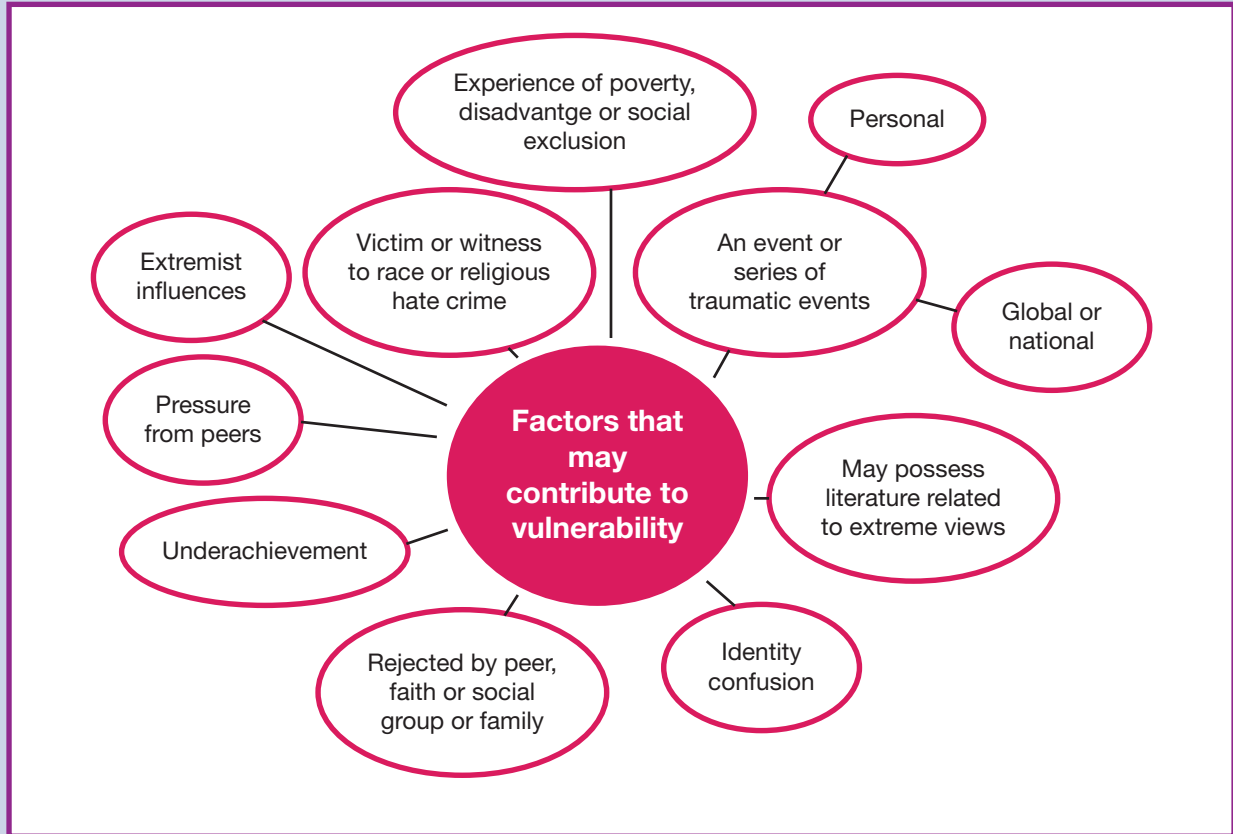
If you are working with children with special educational needs, then they may require more attention when in your care. This is because they may be more vulnerable to abuse due to their special educational needs, therefore you will have to take special care in order to safeguard these children. For further guidance on safeguarding special educational needs children, [click here](#).







# Factors and behaviours associated with vulnerability



# Risk assessment template

Organisation		Safeguarding Lead		Date of Assessment		Date for review		
Risk Area	Hazard	Severity (A) 1 - 5	Likelihood (B) 1 - 5	Risk Rating A x B	Existing Measures	Proposed Actions	Risk Owner	Planned Completion Date
Adults working with children	Staff or Volunteers are not aware of how to spot potential indicators, vulnerabilities and/or behaviours related to safeguarding.				E.g. Staff have received appropriate training and are familiar with the safeguarding policy. Identity of Designated Safeguarding Lead is well known. WRAP training.			
	Staff or Volunteers are not aware of the procedure for handling concerns and/or do not feel comfortable sharing issues internally.				E.g. There is a positive culture, which has been created through regular updates from the Designated Safeguarding Lead. Staff are aware of procedure in the organisation and have read them as part of staff induction.			
	Staff or volunteers are not DBS cleared.				Part of recruitment process is to apply for or see a DBS certificate.			
ICT and online study	Learners or staff access extremist or terrorist material whilst using the institutes networks.				E.g. Appropriate filtering software. Acceptable User Policy in place with clear procedure for dealing with misconduct. Staff laptops are password protected. Wifi is password protected so children cannot connect to personal devices.			
Organisational culture	Governors, staff or contracted providers are not aware of/do not subscribe to the values or ethos of the organisation.				E.g. Recruitment and induction programmes and ongoing staff development.			
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate mechanism.				E.g. Appropriate policy and awareness raising training provided to all staff and governors. Strong induction programme, with all policies and procedures given to new staff/volunteers.			
Management of space	Learners/staff are exposed by visiting speakers to messaging supportive of terrorism - or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of different faiths and beliefs.				E.g. Speakers are signed in and collected by a member of staff and are not left alone with learners. Format and content of material is checked. Booking policy specifically excludes behaviour of extremist or divisive nature.			
	School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics.				E.g. Room booking policy which sets out the notice periods for hire and open source checking arrangements for external organisations.			
Taking students off-site	Learners are exposed to extremist or terrorist material whilst off-site, but in the care of the organisation.				E.g. Policy for trips, includes a risk assessment. Due diligence and content review is also part of this.			



# Potential influences

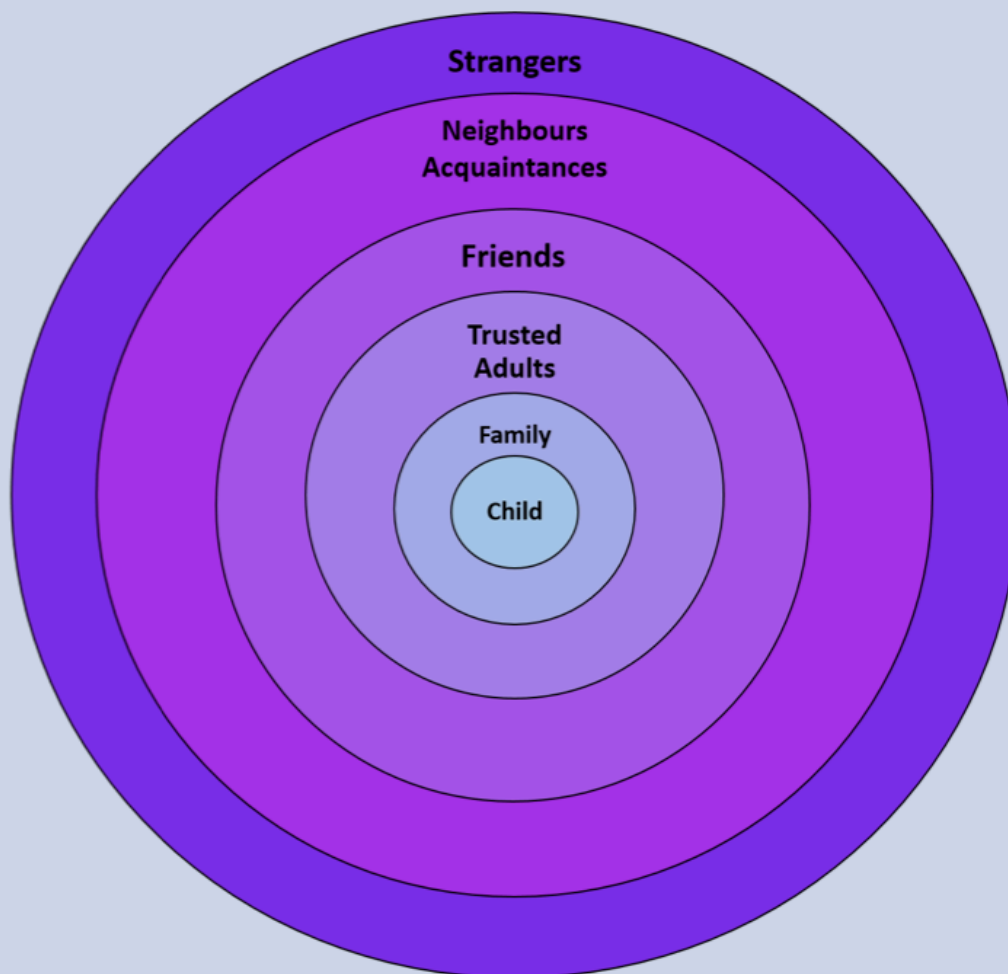
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The diagram below explains how young people can be influenced.

At the centre is the child and surrounding this child are what we can call 'circles of influence'. In an ideal world, a child will be protected by their strong family unit, trusted adults, friends and neighbours as they should hold a positive influence over the child, which – in theory – makes it much harder for a stranger to hold any influence. However, if any of these layers are damaged, it becomes easier for those outer

circles to hold more influence. Of course, with the rise of social media and the internet, the influence of strangers can infiltrate these protective circles.

Equally, those circles that are closest to the child, hold the most influence. So, if a child has family members, trusted adults (for example a teacher or childminder) or friends, with intentions to radicalise, it is far easier for the child to adopt the extreme views. This is because there is a strong element of trust, which means that the child can think such views are 'normal' and 'acceptable'.





# Potential concerns for online safety

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The following is not an exhaustive list of risks associated with online safety. These risks can be used to form your 'Acceptable User Policy' and as a part of your 'Risk Assessment'.

- Student accesses extremist material using the supplementary school's internet facilities.
- Student accesses websites, where they could be in contact with strangers, which could potentially put them in danger, whilst using the supplementary school's internet facilities.
- Student access games, where they could be in contact with strangers, which could potentially put them in danger, whilst using the supplementary school's internet facilities.
- Student accesses inappropriate or explicit material, whilst using the supplementary school's internet facilities.
- Student uses supplementary school's ICT facilities to create hateful and intolerant materials, which may be extreme in their nature.
- Student can access ICT facilities of a staff member, who may have less stringent filtering, to explore potentially harmful websites.





# Visitor policy template

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This has been adapted from: <https://resources.workable.com/workplace-visitor-policy-template>.

## Workplace Visitor Policy

### Aim

Our Visitors policy outlines our rules for visitors coming to our premises. We want to ensure that visitors will not:

- Pose threats to our pupils, staff premises and property
- Distract students/employees from their work
- Be exposed to danger

### To whom does this policy apply

This policy applies to all employees. The term “personal visitors” may include employees’ and students’ friends/family. Other “Visitors” could include external speakers and other stakeholders.

### Policy elements

The following rules apply for all kinds of visitors:

- Visitors should sign in at [PLEASE FILL] and show some form of identification.
- Visitors will receive passes and return them to [PLEASE FILL] once the visit is over.
- Employees must always tend to their visitors while they are inside our premises and not leave them left unattended with children – unless authorised, and DBS checked.
- Our internet usage, data protection and confidentiality policies temporarily cover our visitors

While they are on our premises, they must not misuse our internet connection, disclose confidential information or take photographs.

If they don’t conform, they may be escorted out or face prosecution if appropriate.

Visitors are allowed during working hours. After-hours visitors must have written authorisation from [PLEASE FILL]

### Personal Visitors

As a general rule, employees may not allow access to unauthorised personal visitors. If waiting to collect a child, personal visitors should wait in the designated waiting area, which is [PLEASE FILL]. We can make exceptions on a case-by-case basis.

Employees may bring visitors for events or after obtaining authorisation from [PLEASE FILL.] To avoid confusion or misunderstanding,

authorisation should be in writing or should be communicated with all staff.

Common areas, like lobbies, may be open to visitors. We advise our employees to only permit visitors in those areas for a short time and for specific reasons – i.e. new enrolment or meeting.

Employees are responsible for accompanying any of their underage visitors at all times.

### Other kinds of visitors

Our organisation may occasionally accept the following types of visitors:

- New Students
- Job candidates
- Business partners
- External Speakers

Those visitors should receive authorisation from HR or management before entering our premises. They should always be accompanied by an employee while on company property.

For visitors who will be running workshops or have direct contact with children, parents should be informed. They should be DBS checked and ensure that content is vetted prior to delivery. If they do not have a DBS certificate, under no circumstance, should they be left unaccompanied with children.

### Unauthorised visitors

Staff who spot unauthorised visitors may ask them to leave. Visitors who misbehave (e.g. Engage in hate speech, cause disruption or steal property) will be asked to leave and prosecuted if appropriate.

Employees who spot unauthorised visitors may refer them to [PLEASE FILL]

### Disciplinary Action

Employees who violate this policy may face disciplinary consequences in proportion to their violation. HR will determine how serious an employee’s offense is and take the appropriate action:

For minor violations (e.g. bringing in personal visitors without authorisation), employees may only receive verbal reprimands.

For more serious violations (e.g. bringing in unauthorised visitors who rob or damage company property), employees may face severe disciplinary actions up to and including termination.



# Useful online safety resources

## CEOP Reporting Abuse



If you are worried about online sexual abuse or the way someone had been communicating with a child online make a report to one of CEOP's Child Protection Advisers.

<https://www.ceop.police.uk/Safety-Centre>

## CEOP Think u know



The CEOP Think u know website has lots of resources for all ages, including cyberbullying, relationships, sex and the internet

<https://www.thinkuknow.co.uk/>

## LGFL Online-Safety Portal



The new LGFL online Safety Portal is a comprehensive database of online safety resources for teachers, school leaders and parents. The LGFL site also includes teaching materials to develop British values that foster deeper understanding and informed debate amongst.

<https://www.lgfl.net/online-safety>

## Online Safety Toolkit on EGFL



Information and advice for schools, parents and pupils. The EGFL site also has lots of resources including policy information, audit tools and key documents for delivering online safety in schools.

<https://www.egfl.org.uk/services-children/safeguarding-and-child-protection/safeguarding-specific-issues/online-safety>

## Net-Aware by NSPCC and O2



Information for parents on the popular social networking apps, websites and games that their children may be using. It explains what the app/game/website is, what other parents/students think of it and what risks there are for who use it.

<https://www.net-aware.org.uk/>



# Useful websites

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<b>Prevent and your Institution</b>	
CONTEST	<a href="https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018">https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018</a>
Government Legislation on Prevent	<a href="http://www.legislation.gov.uk/ukpga/2010/15/contents">http://www.legislation.gov.uk/ukpga/2010/15/contents</a>
Prevent Duty Guidance	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf</a>

<b>Safeguarding and Management</b>	
Appropriate Filtering and Monitoring (Online)	<a href="https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring">https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring</a>
Contextual Safeguarding	<a href="https://www.egfl.org.uk/services-children/safeguarding-and-child-protection/types-abuse/contextual-safeguarding">https://www.egfl.org.uk/services-children/safeguarding-and-child-protection/types-abuse/contextual-safeguarding</a>
DBS Guidance	<a href="https://www.gov.uk/guidance/dbs-check-requests-guidance-for-employers">https://www.gov.uk/guidance/dbs-check-requests-guidance-for-employers</a>
Keeping Children Safe in Education	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf</a>
Recognising and Responding to Abuse	<a href="https://learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse/">https://learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse/</a>
Safeguarding Checklist	<a href="https://learning.nspcc.org.uk/safeguarding-checklist/?state=1">https://learning.nspcc.org.uk/safeguarding-checklist/?state=1</a>
Safeguarding Children with Disabilities	<a href="https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance">https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance</a>
Venue Hire	<a href="https://educateagainsthate.com/school-leaders/what-if-my-school-is-used-as-a-community-venue/">https://educateagainsthate.com/school-leaders/what-if-my-school-is-used-as-a-community-venue/</a>
Voluntary Code of Practice	<a href="https://consult.education.gov.uk/regulatory-framework-unit/out-of-school-settings-voluntary-safeguarding-code/">https://consult.education.gov.uk/regulatory-framework-unit/out-of-school-settings-voluntary-safeguarding-code/</a>
Workplace Visitor Policy	<a href="https://resources.workable.com/workplace-visitor-policy-template">https://resources.workable.com/workplace-visitor-policy-template</a>
Writing a Safeguarding Policy	<a href="https://www.nspcc.org.uk/preventing-abuse/safeguarding/writing-a-safeguarding-policy/">https://www.nspcc.org.uk/preventing-abuse/safeguarding/writing-a-safeguarding-policy/</a>





## List of websites

<b>Making a Referral</b>	
Ealing Integrated Response Service (ECIRS)	<a href="https://www.egfl.org.uk/services-children/ealing-childrens-integrated-response-service-ecirs-referrals">https://www.egfl.org.uk/services-children/ealing-childrens-integrated-response-service-ecirs-referrals</a>
Staff Allegations	<a href="https://www.egfl.org.uk/services-children/safeguarding/child-protection/staff-allegations">https://www.egfl.org.uk/services-children/safeguarding/child-protection/staff-allegations</a>

<b>Training and Support</b>	
CEOP Police (Online Safety reporting)	<a href="https://www.ceop.police.uk/Safety-Centre">https://www.ceop.police.uk/Safety-Centre</a>
Childline Support	<a href="http://www.childline.org.uk/get-support/">http://www.childline.org.uk/get-support/</a>
Ealing Assurance Mark	<a href="https://www.ealingfamiliesdirectory.org.uk">https://www.ealingfamiliesdirectory.org.uk</a>
Educate Against Hate (Prevent related Resources)	<a href="https://educateagainsthate.com/">https://educateagainsthate.com/</a>
Keeping Children Safe Online	<a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/</a> <a href="https://www.egfl.org.uk/services-children/safeguarding-and-child-protection/safeguarding-specific-issues/online-safety">https://www.egfl.org.uk/services-children/safeguarding-and-child-protection/safeguarding-specific-issues/online-safety</a> <a href="https://www.getsafeonline.org/safeguarding-children/">https://www.getsafeonline.org/safeguarding-children/</a>
NSPCC NetAware	<a href="https://www.net-aware.org.uk/">https://www.net-aware.org.uk/</a>
Prevent e-learning training	<a href="https://www.elearning.prevent.homeoffice.gov.uk/">https://www.elearning.prevent.homeoffice.gov.uk/</a>
Prevent Schools Toolkit	<a href="https://www.egfl.org.uk/sites/default/files/Services_for_children/Safeguarding/Prevent/2018%20PREVENT%20Schools%20Toolkit.pdf">https://www.egfl.org.uk/sites/default/files/Services_for_children/Safeguarding/Prevent/2018 PREVENT Schools Toolkit.pdf</a>
ThinkUKnow (Online Safety Resources)	<a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>
Types of Abuse	<a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/</a>







## Useful contacts

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**Ealing Social Care**  
020 8825 8000

**NSPCC**  
0808 800 5000  
[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**Ealing Out-of-Schools  
Settings**  
[ooss@ealing.gov.uk](mailto:ooss@ealing.gov.uk)

**Ealing Prevent**  
020 8825 9849  
[prevent@ealing.gov.uk](mailto:prevent@ealing.gov.uk)

**Childline**  
0800 1111

**Child Exploitation and  
Online Protection  
(CEOP)**

**Think-U-Know**

**In an emergency  
always call  
999**

**Ealing Prevent Toolkit  
for Schools**

**Home Office  
WRAP E-Learning**

## Contact details for the Ealing Prevent team:

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### General enquiries

Email: [prevent@ealing.gov.uk](mailto:prevent@ealing.gov.uk)

**Tel: 020 8825 9849**

### Nazia Matin Strategic Prevent Manager

Email: [matinn@ealing.gov.uk](mailto:matinn@ealing.gov.uk)

**Tel: 020 8825 8895**

### Anisa Syed Prevent Education Officer (Curriculum guidance and training)

Email: [syedan@ealing.gov.uk](mailto:syedan@ealing.gov.uk)

**Tel: 020 8825 7106**

### Oomar Mulbocus Community Prevent Officer (Training and outreach)

Email: [MulbocusO@ealing.gov.uk](mailto:MulbocusO@ealing.gov.uk)

**Tel: 07957 658369**

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