

Statutory Duties Related to Safety, Safeguarding and Radicalisation



This guidance is relevant to all school leaders and staff in all schools and colleges and outlines the statutory duties in relation to safety and safeguarding, equalities, British values and the curriculum. It identifies the requirements in the inspection framework and considers the role of governance, as well as the actions to take if governors are disregarding their statutory duties.

This guidance paper should not be read instead of the statutory guidance; it is simply intended to highlight key aspects, particularly in light of the 'Trojan Horse' enquiry. It is not an exhaustive or complete summary of the statutory guidance and should not be read as such.

1 Overview

With effect from 1 July 2015 the Counter-Terrorism and Security Act 2015 (CTSA 2015) introduced the *Prevent Duty* (link in Further information) on schools, colleges and other specified authorities, including local authorities, health and the police, "to have due regard to the need to prevent people from being drawn into terrorism".

Inspecting Safeguarding in early years, education and skills settings is the latest Ofsted guidance for inspectors and used in school inspections from September 2015. It also contains information on promoting British values and safeguarding from radicalisation and extremism.

Keeping Children Safe in Education (KCSIE) was updated 22 July 2015 to include references to preventing radicalisation, to provide further information on children missing education and to alert the sector to the forthcoming mandatory duty to report cases of female genital mutilation.

Links to all documents mentioned above are provided in Further information.

2 Safety and safeguarding: KCSIE

The Government's published statutory guidance *Keeping children safe in education* contains information on what schools and colleges should do and sets out the legal duties with which they must comply.

All governors and staff in schools and colleges should be familiar with this guidance which should be read alongside the following publications (links provided in Further information):

Working Together to Safeguard Children 2015

Keeping Children Safe in Education: Information for all School and College Staff

In addition, the government published supplementary advice (updated 17 March 2015), *Disqualification under the Childcare Act 2006*, for schools to manage their responsibilities and make sure that staff and volunteers in Early Years, and some aspects of later years settings (up to age eight), have signed a declaration confirming they are not disqualified from those settings.

2 | Statutory Duties Related to Safety, Safeguarding and Radicalisation

The statutory Teacher Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Every school and college should have a designated safeguarding lead who provides support to staff members to carry out their safeguarding duties and who will liaise closely with other services, such as children's social care. Annex B of *KCSIE* sets out the role of the designated safeguarding lead. The designated safeguarding lead should receive appropriate training carried out a minimum of every two years.

The statutory guidance states: "All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the designated safeguarding lead. All staff members should also receive appropriate child protection training which is regularly updated."

Effective policies and procedures in place

Governing bodies must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times. Governing bodies should consider how students may be taught about safeguarding, including online, through teaching and learning opportunities, and as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), and for maintained schools and colleges, through sex and relationship education (SRE).

In line with Part 3 of the statutory guidance for *KCSIE*, governing bodies should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities where relevant staff are checked, taking proportionate decisions on whether to ask for additional checks beyond what is required and ensuring volunteers are appropriately supervised. The school or college should have written recruitment and selection policies and procedures in place.

The school staffing regulations require governing bodies of schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. Part 3 of the statutory guidance also outlines the requirements for the Single Central Record and the process of checks through the Disclosure and Barring Service (DBS), criminal record checks and barred lists checks.

In line with Part 4 of the statutory guidance, governing bodies should ensure there are procedures in place to handle allegations against members of staff and volunteers. Such allegations should be referred to the designated professional lead (formerly Local Authority Designated Officer (LADO)). There must also be procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

The statutory guidance makes clear that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

Governing bodies should also ensure that there are procedures in place to handle allegations against other children.

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) <http://tinyurl.com/pb58b46>
- bullying including cyberbullying <http://tinyurl.com/qgm9ntf>
- domestic violence <https://www.gov.uk/domestic-violence-and-abuse>
- drugs <http://tinyurl.com/pvqh3vy>
- fabricated or induced illness <http://tinyurl.com/pegbxlf>
- faith abuse <http://tinyurl.com/d25bvnq>
- female genital mutilation (FGM) <http://tinyurl.com/k987qr5>
- forced marriage <https://www.gov.uk/forced-marriage>
- gangs and youth violence <http://tinyurl.com/pavqq6w>
- gender-based violence/violence against women and girls (VAWG) <http://tinyurl.com/cx5tbty>
- mental health <http://tinyurl.com/c8p7evu>
- private fostering <http://tinyurl.com/penhe5a>
- radicalisation <http://tinyurl.com/q4qoyg5>
- sexting <http://ceop.police.uk/>
- teenage relationship abuse <http://tinyurl.com/pd7kfs8>
- trafficking <http://tinyurl.com/numb7av>

In light of the revised statutory guidance, school and college leaders may wish to review their safeguarding policies, practices and procedures.

3 Radicalisation

Part 5 of the Counter-Terrorism and Security Act 2015 introduces a duty on all schools and colleges to “have due regard to the need to prevent people from being drawn into terrorism” and the Prevent statutory guidance has been revised to take this new duty into account. ‘Due regard’ is defined as giving appropriate weight to this duty after taking into account all relevant factors in carrying out the usual functions of the school or college.

Safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into extremist activity is at the heart of the revised Prevent strategy. Chapter 3 of the guidance provides a framework for how to identify vulnerability and assess risk, outlines when and where to seek support and the measures to ensure that early intervention and prevention are not confused with law enforcement.

This chapter also provides examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable. The guidance stresses that it should not be assumed that the characteristics and experiences set out below necessarily indicate that a person is either committed to an extremist ideology or may become a terrorist. The Channel guidance says, “There is no single route to terrorism, nor is there a simple profile of those who become involved. For this reason any attempt to derive a profile can be misleading.”



Robust safeguarding policies

As a minimum, schools and colleges must carry out a risk assessment for their local area with partners. They must have robust and regularly reviewed safeguarding policies, procedures and interventions, although there is no requirement for a discrete extremism or radicalisation policy. Policies must include the means to identify individual children who may be at risk, when to refer and to who (local Channel panel, social care), together with clear protocols for the suitability and supervision of visiting speakers.

If there is a concern about an individual child being vulnerable to radicalisation and extremism, schools and colleges must work through usual safeguarding processes in partnership with the LSCB, the local Channel officer and, in the last resort, the police.

There should also be robust IT policies in place, including an e-safety policy and appropriate filtering to protect students from exposure to violent extremist material.

The guidance states that association or support for a proscribed group is a criminal offence. It may be appropriate for young people believed to be on the periphery of proscribed organisations to be referred to Channel, part of the Prevent strategy. The Channel panels are local multi-agency panels set up by local authorities and include all specified authorities, including schools and colleges. They help identify and provide support, including mentoring, to individuals who are at risk of being drawn into terrorism.

Free training available

Training for staff is essential and should equip them with knowledge, skills, awareness and confidence to challenge extremist ideas and to know how and when to refer vulnerable individuals.

Free training is available to all schools and colleges in the form of a two-hour workshop, *Workshop to Raise Awareness of Prevent* (WRAP). The workshop is designed for all front line staff and can be rolled out across all sectors.

More information can be found by emailing WRAP@homeoffice.x.gsi.gov.uk

There are also specific WRAP products for further education.

Local Channel panels

Under the CTSAct 2015 all areas are required to set up local Channel panels. Channel is part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

The procedure is designed as an early intervention and prevention strategy. It is not designed to criminalise young people. At the early stages of the risk of extremism, the panel will, if necessary, put together a package of support to put around the young person.

Encourage and facilitate open debate and discussion

The new duty is very much about opening up discussion and debate around issues such as politics and identity. Ofsted have made clear that a school that has issues with extremist ideas can have outstanding practice if they are addressing these issues and having appropriate and meaningful discussions with their young people. However, a school that believes it has no issues and is not having these discussions can fail in its Prevent duty.

Schools and colleges also need to create more resilience to radicalisation and extremism amongst their pupils by having a broad and balanced curriculum teaching fundamental British values and equalities, together with

a strong, well understood ethos which respects and values all young people. They also need to be teaching critical thinking skills and teaching pupils how to manage risk, resist pressure, make safer choices and seek help if necessary.

4 Equalities

In May 2014, the government published revised guidance for school leaders, school staff, governing bodies and local authorities in relation to The Equality Act 2010.

Guidance for schools on their duties under the Equality Act 2010 was also published by the Equality & Human Rights Commission, Equality Act 2010: advice for schools (link in Further information).

The Equality Act, 2010 makes it unlawful for the governing body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment

The Act also requires all state-funded schools to comply with the Public Sector Equality Duty (section 149 Equality Act 2010) which requires schools to have regard to the general principle that it should promote equality of opportunity, eliminate discrimination, harassment and victimisation and foster good relations between those with a protected characteristic and those without.

Chapter 2 of the guidance sets out general exceptions to the Equalities duty. It also provides some helpful examples in relation to single sex schools, schools with a religious character, admissions, benefits, facilities and services, curriculum, acts of worship, uniforms and bullying. A few of these are selected here, with particular relevance to the 'Trojan Horse' enquiry.

Curriculum content

The content of the school curriculum has never been caught by discrimination law and the Equalities Act 2010 now states explicitly that it is excluded. However, the way in which a school provides education – the delivery of the curriculum – is included.

The section in the statutory guidance on curriculum distinguishes between complaints against the content of the curriculum (which are excluded under the Act) and instances where the curriculum is being delivered in a discriminatory way. The guidance gives a number of examples, including the following:

Example 1: a girl complains that putting *The Taming of the Shrew* on the syllabus is discriminatory.

Example 2: a Jewish pupil objects to having to study *The Merchant of Venice*.

These are both to do with the curriculum content and would not be considered discrimination under the Act. However, if a teacher uses *The Taming of the Shrew* to make derogatory generalisations about the inferiority of women in a way which makes the girls in the class feel belittled or, in teaching *The Merchant of Venice*, a teacher encourages the class to laugh at a Jewish pupil, then this is caught under the Act.

It may be helpful to provide two further examples of curriculum provision delivered in a way that could be considered discriminatory under the Act.



Example 3: girls are not allowed to do design technology or boys are discouraged from doing food technology. This is not intrinsic to the curriculum itself but to the way in which education is made available to pupils.

Example 4: the girls' cricket team is not allowed equal access to the cricket nets, or the boys' hockey team is given far better resources than the girls' team. This would be less favourable delivery of education rather than to do with the sports curriculum per se.

Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

Guidance on uniforms

The guidance provides helpful advice on uniforms. It states: "schools should be sensitive to the needs of different cultures, races and religions and act reasonably in accommodating these needs, without compromising important school policies, such as school safety or discipline. It is well established that it would be race discrimination to refuse to let a Sikh child wear a turban because of a school policy requiring that caps be worn, but legal judgments have not supported the absolute right of people of faith to wear garments or jewellery to indicate that faith."

There is also DfE guidance on uniforms which deals with religious and faith issues around handling requests for variation of the school uniform and consulting the community on changes to uniform.

Celebrating religion

For non-faith schools, the religious education curriculum should be underpinned by the locally agreed syllabus for religious education. Faith schools should balance the requirement to teach religious education in accordance with the guidance of their relevant trust or faith body, with the expectation that religious education needs to prepare students for life in a diverse world.

A daily act of collective worship is mandatory for maintained schools and should be of a broadly Christian nature, unless the school has received a 'determination' from the local standing advisory committee on religious education (SACRE). While it is not unlawful if schools do not provide an equivalent act of worship for other faiths, it is good practice for the act of worship to reflect the values of the curriculum, not promoting behaviours or beliefs which are inimical to British values and narrow or exclusive. In faith schools the act of worship is likely to reflect predominantly the faith concerned but should not attempt to indoctrinate or promote narrow or exclusive behaviours or ways of thinking.

Schools are also free to celebrate religious festivals and could not be claimed to be discriminating against children of other faiths if, for example, they put on a nativity play at Christmas or hold a celebration to mark other religious festivals such as Diwali or Eid.

While there is no requirement under the Act to undertake equality impact assessments for decisions that the governing body takes, it may be advisable to keep a written record to show that the governing body has actively considered their equality duties and asked themselves relevant questions. This would be evidence of the governing body's actions to meet the Public Sector Equality Duty referenced above.

The guidance is clear that "if a school does not record its consideration of the general equality duty when making a decision or carrying out a particular function, this does not automatically mean that the duty to have 'due regard' has not been met. However, if challenged, it will be easier for a school to demonstrate that the

duty has been met if a record has been made at the time. The duty only needs to be implemented in a light-touch way, proportionate to the issue being considered.”

5 British values

The government set out its definition of British values in the 2011 Prevent Strategy. This definition has five parts:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs.

The DfE published guidance on 27 November 2014 on promoting British values in all schools to ensure young people leave school prepared for life in modern Britain (link in Further information).

All schools have a duty to ‘actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

These values were first set out by the government in the Prevent strategy in 2011 and make clear that schools must actively promote the fundamental British values set out above and that schools must actively promote the specified principles, including furthering tolerance and harmony between different cultural traditions and encouraging respect for democracy.

Embedding British values

Schools are expected to focus on and be able to show how their work with pupils is effective in embedding fundamental British values; actively promoting, according to the guidance, also means challenging pupils, staff or parents expressing opinions contrary to these British values. For example, this includes girls who are disadvantaged on the grounds of their gender, or where prejudice against those of other faiths is encouraged or not adequately challenged. It makes clear that extremism should not form part of the curriculum or teaching, that students are encouraged to respect other people and no student is discriminated against contrary to the Equality Act 2010.

The spiritual, moral, social and cultural (SMSC) standard has been strengthened so that independent schools must actively promote the five elements comprising British values, and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

The welfare, health and safety standard will be strengthened by requiring schools to not only draw up relevant policies but to also implement them effectively, and to have effective risk assessments in place to safeguard and promote students’ welfare.

The DfE’s *Governors’ Handbook* reflects the new advice and highlights governors’ obligations in setting and securing an appropriate ethos, and monitoring practice in the school.

In implementing this new duty, school and college leaders should consider how the curriculum, policies and practices of the school promote British values.



6 Curriculum

Maintained schools are obliged to follow the national curriculum for students aged up to 16 and it should be made clear to governors that the governing body does not have the right to overrule this. Academies, free schools and UTCs usually have a statement in their funding agreement about curriculum requirements, and governors should be made aware of this when discussing any proposal for curriculum change. The general principle remains that the curriculum must be broad and balanced.

All students in England are expected to follow a broad and balanced curriculum and this is usually assumed to mean that all schools will include the main areas of study in the national curriculum even if they do not use the programmes of study. All students should follow the whole school curriculum (unless they are disapplied for reasons of SEND) and, where options are offered, all students should have access to the full range of options, with appropriate guidance.

The curriculum should be available to all parents on the school website.

Pressure from governors to dis-apply aspects of the curriculum, such as the arts, for certain groups (for example, girls), is a failure of governance and should be referred to the local authority or the Education Funding Agency.

7 Inspection

The *School Inspection Handbook* and the Ofsted guidance for inspectors *Inspecting Safeguarding in early years, education and skills settings*, used in school inspections from September 2015 contains information on safeguarding from radicalisation and extremism.

In recent times, there has been a sharp focus by Ofsted on identifying any gaps in spiritual, moral, social and cultural development and examining the ways that schools are complying with the new rules intended to tackle extremism within the education sector. Particularly in relation to faith schools, we have seen Ofsted make some judgements that pupils are 'at risk' where the curriculum is considered too narrow and pupils are not given sufficient opportunities to explore faiths different to their own.

The Ofsted guidance lists signs of successful safeguarding arrangements and makes explicit the role of leaders and governors in creating a safeguarding culture. It states there should be a clear approach to implementing the Prevent duty to keep children and learners safe from the dangers of radicalisation and extremism, and that children and learners are able to understand, respond to and calculate risk effectively (for example, risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism¹), as well as awareness of the support available to them.

The *School Inspection Handbook* states that inspectors should consider how well leadership and management ensure that the curriculum:

- is broad and balanced, complies with legislation and provides a wide range of subjects. Inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of the curriculum being offered by the school
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

¹ This also includes risks associated with e-safety, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways.

- promotes tolerance and respect for people of all faiths (or those of no faith), cultures and lifestyles through the effective spiritual, moral, social and cultural development of pupils

In September 2015, the *School Inspection Handbook* was amended to include within the grade descriptors for leadership and management reference to the promotion of safe practices and a culture of safety, including e-safety. Inspectors are encouraged to include e-safety in their discussions with pupils and to explore what proactive and reactive measures the school takes to promote safe use and combat unsafe use. Ofsted published a briefing on inspecting e-safety in 2013.

A useful resource showing how Ofsted inspects e-safety is also available ([link in Further information](#)).

Challenging discriminatory behaviours

When inspecting safeguarding, inspectors are advised to consider issues such as radicalisation, extremist behaviour and prejudice-based bullying. In particular, when evaluating the effectiveness of safeguarding arrangements, Ofsted will consider whether children are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. They should question whether discriminatory behaviours are challenged and what support is given to children about how to treat others with respect.

They will also review whether the staff, governors and volunteers are carefully vetted in accordance with required procedures. As well as encompassing statutory vetting checks on staff, this may also encompass a review of any governor conduct which undermines British values or demonstrates extremist intent.

Under Section 8 of the Education Act, 2005, Ofsted has discretion to inspect a school not in a category of concern if they have serious concerns as a result of a qualifying complaint, a request by the Secretary of State or other information which is brought to Ofsted's attention. The framework for monitoring inspections in schools with no formal designation was amended for September 2015 via *Handbook for short, monitoring and unannounced behaviour school inspections* ([link in Further information](#)).

The kind of activities conducted during these inspections is no different to Section 5 inspections. However, the focus of the inspection will be the issues which have been brought to Ofsted's attention and the lead inspector will check the information in advance to determine their approach. Inspectors are also expected to be aware of information that is available to the public (for example, reported in the press or on the internet), and consider this as part of their pre-inspection planning. Where the focus of the monitoring inspection is on the school's safeguarding arrangements, activities focus on safeguarding issues, including, but not exclusively:

- a review of the Single Central Register and safeguarding policy, including whistleblowing policy
- a review of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the Local Authority Designated Officer, as well as the resolution
- a review of any records of staff training on child protection
- discussions with pupils or students
- a check on the school's internet safety procedures
- a review of the PSHE curriculum and how it links to issues of safety
- a review of the school's procedures for dealing with relevant staffing issues, for example, any suspension or disciplinary investigations/actions over issues of child protection and/or safety; this is not a review of individual cases, but of school processes in dealing with such issues
- a review of persistent absence cases and exclusion data



10 | Statutory Duties Related to Safety, Safeguarding and Radicalisation

- consideration of the views of parents and carers through Parent View and, where practicable, through discussions/meetings with parents or groups of parents during the inspection
- any relevant issues that appear to be of greatest concern from pre-inspection evidence
- any other issues that affect care, safety or child protection and that do not appear to have been tackled fully
- any issues that relate to inadequate behaviour

Where there are issues regarding safeguarding, inspectors are encouraged to consider the impact on more than one judgement area. For example, inadequate leadership and management may well impact on the behaviour and safety judgement if this is due to safeguarding concerns.

If, as a result of a monitoring inspection, Ofsted has concerns about the overall standard of education at the school, it is empowered to deem it a full Section 5 inspection.

8 Governance

The government revised the *Governors' Handbook* for governors in maintained schools, academies and free schools in September 2014.

In all types of schools, governing bodies should have a strong focus on three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff.
- Overseeing the financial performance of the school and making sure its money is well spent.

The revised *Governors' Handbook* explicitly states: "Every effort should be made to ensure the school's ethos promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010. The governing body should ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. The Department has produced advice for maintained schools on the spiritual, moral, social and cultural development of pupils, which includes references to promoting British Values."

The new DfE regulations about the constitution and size of governing bodies in maintained schools may provide an opportunity for the appropriate bodies to discuss the ideal composition of a governing body in terms of the skills, experience and commitments of individual members. The regulations may act as a useful catalyst to ensure that all governors are aware of the aims of the institution and their statutory, and other, responsibilities as governors.

9 Action to take if governors are disregarding statutory duties

The guidance above, which sets out some of the statutory duties related to student safety, safeguarding, the promotion of British values and the duty to provide a broad and balanced curriculum, can be used initially to clarify the legal responsibilities of schools and governing bodies.

The revised *Governors' Handbook* makes it clear that:

“While it is essential to build a strong and cohesive non-executive team, the most robust governing bodies welcome and thrive on a having sufficiently diverse range of viewpoints such that open debate leads to good decisions in the interests of the whole school community. Notwithstanding the role of foundation governors in a faith-designated school, governing bodies should be alert to the risk of becoming dominated by one particular mind-set or strand of opinion, whether related to faith or otherwise.

Governing bodies are able to suspend a governor for acting in a way that is contrary to the ethos of the school. This would include undermining fundamental British values or acting with extremist intent. Governing bodies, and other appointing bodies, should move to suspend and potentially remove from office any governor acting in this manner.”

It should be noted that certain categories of governor cannot be removed from a maintained school governing body. Even for those categories of governor that can be removed, the power rarely rests with the governing body itself. For instance, foundation governors can only be removed by the body/person which appoints them and not by the governing body. However, if a single governor is attempting to undermine British values or acting with extremist intent, the chair of governors can liaise with the appointing authority for that category of governor to suspend and/or potentially remove the governor from office. For academies, the appointing body is likely to be the Trustees.

If, despite advice from the headteacher, governors are in breach of any of their statutory responsibilities or the head teacher is concerned that the cultural accommodation of any particular group is going too far and breaching curriculum breadth and compromising equalities or safeguarding legislation, then the head teacher should report this to the local authority or academy trustees. In the case of an academy trust, if the trustees fail to act, then the regional schools commissioner should be notified. Members are advised to contact the ASCL hotline for further support and advice.

Where an ASCL member believes that their job is likely to be threatened by the actions of governors and/or members of the community, they should contact the ASCL hotline and request legal support.

10 Further information

Prevent Duty statutory guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Inspecting Safeguarding in Early Years, education and skills settings

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

Keeping Children Safe in Education: information for all schools and college staff

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417669/Archived-Working_together_to_safeguard_children.pdf

Disqualification under the Childcare Act 2006

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

Channel guidance

<https://www.gov.uk/government/publications/channel-guidance>



The Equality Act 2010 and schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality Act 2010: advice for schools

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Guidance on uniforms

<https://www.gov.uk/government/publications/school-uniform>

Guidance on promoting British values in schools

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

School Inspection Handbook

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

Ofsted, Inspecting e-safety in schools

<http://www.slideshare.net/Ofstednews/inspecting-esafety-in-schools>

Governors' Handbook

<https://www.gov.uk/government/publications/governors-handbook--3>

The constitution of governing bodies of maintained schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459032/The_Constitution_of_Governing_Bodies_of_Maintained_Schools_Stat_Guidance....pdf

Handbook for short, monitoring and unannounced behaviour school inspections

<https://www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections>

ASCL Parliamentary Specialist, Anna Cole

