Safe Learning Communities

Self-assessment tool and guidance for work-based learning providers in Wales

September 2019

Contents

This document was reviewed and updated by LearnOn Ltd on behalf of the Welsh Government.

Introduction

This Safe Learning Communities self-assessment tool has been designed to help work-based learning (WBL) providers to review their safeguarding and Prevent arrangements, in order to ensure they are meeting their statutory duties; identify strengths, weaknesses and action points; and demonstrate good practice.

What are safe learning communities?

All providers have statutory duties to operate in a way that takes into account the need to safeguard and promote the well-being of learners. Providers should consider how effective they are in:

- creating and maintaining a safe learning environment for learners;
- identifying where there are well-being concerns and taking action to address these, in partnership with other agencies where appropriate; and
- developing learners' understanding, awareness, and resilience through the curriculum.

This document replaces the previous Prevent self-assessment framework and guidance issued in 2017. The original document was focused on the UK Government's Counter-Terrorism and Security Act 2015, which established new statutory requirements for the WBL sector in Wales. The 2017 guidance reflected these requirements, focussing on the assessment of risk, staff training, learner support, policies, monitoring and enforcement.

In updating the tool, we have:

- consulted widely with learning providers and other stakeholders to ensure that the tool reflects their experiences and feedback;
- expanded the scope of the tool to incorporate safeguarding as well as Prevent;
- aimed to acknowledge the WBL sector's move from a compliance model to an embedded, developmental model; and
- reflect the increasing maturity of the sector's approach to safeguarding, with more focus on identifying how practitioners are developing learners' understanding and how they measure impact.

This document draws together criteria and guidance from key publications including the UK Counter-Terrorism and Security Act 2015, Estyn's Common Inspection Framework, and the Welsh Government's safeguarding guidance. It summarises the duties and responsibilities that providers must meet in order to ensure that all members of their learning communities are safe from risks (including the threat of violent and non-violent extremism) which could lead to harm to themselves, their fellow learners, staff and the wider community.

Providers must appoint a Designated Safeguarding Person to co-ordinate safeguarding and Prevent activities. This role will include ensuring effective responses to dealing with any issues raised that could lead to harm through abuse or neglect; ensuring that appropriate policies and procedures are in place; and supporting training for all categories of staff. Keeping Learners Safe provides further details of the Designated Safeguarding Person role and responsibilities.

Lead WBL providers are responsible for ensuring that any sub-contractors and/or consortium members meet their safeguarding and Prevent duties, and that their staff have full access to training, support, guidance and resources in order to ensure learners' welfare and safety.

Setting the scene

Safeguarding is the action taken to promote the well-being of learners of all ages, by:

- protecting learners from abuse and maltreatment;
- preventing harm to their health or development;
- ensuring they are provided with safe and effective care; and
- taking action to enable them to have the best outcomes.

The Welsh Government's Keeping Learners Safe contains guidance for local authorities and governing bodies on arrangements for safeguarding children under section 175 of the Education Act 2002. Work-based learning providers can use it to help develop and evaluate their safeguarding practices.

The **Prevent duty** is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. 'Specified authorities' includes work-based learning providers.

Meeting the duty involves designing systems to robustly:

- prevent unsuitable exposure to and influence of extremist materials;

- promote safe learning communities where staff are appropriately trained and supported to engage learners in exploring views around controversial content, promote tolerance and understanding and challenge behaviours and views that are contrary to the underpinning principles of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs as defined using the umbrella term 'British Values';

- identify instances in which there are grounds for concern about a learner's well-being arising from exposure to extremist views or activity and take appropriate action to keep them safe; and

- contribute to effective partnership working between all those involved with providing services for learners.
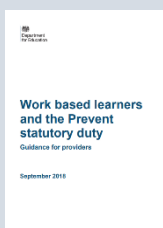
The UK Government's Work based learners and the Prevent statutory duty provides operational guidance to the further education and skills sector in England on meeting the Prevent duty, and is also relevant to work-based learning providers in Wales.

Using this document

The self-assessment tool is intended as a starting point for reviewing current arrangements in your provider. You may already have a current assessment tool that enhances and supports this work and that helps in how you audit your approach to safeguarding. There is no expectation that you should duplicate your assessment or that this tool takes precedence over your existing approach; it can be adapted to meet your organisation's needs and starting point.

The self-assessment tool requires a process of evidence gathering (including talking with learners and their employers, discussing safeguarding with staff and reviewing evidence) to learn what is working well and what needs development. This should be an ongoing process, so that there is a constant reflection, learning and updating of internal processes. You should plan to go through a self-assessment process at least annually.

As well as checking that you have robust safeguarding policies and practices in place, the tool asks you to make professional judgements on how effective and comprehensive they are. It represents an evolution from an audit-based approach, which was the focus of the previous Prevent self-assessment guidance, to an approach which is more evaluative and developmental.

What it means to take a 'developmental approach' to self-assessment

☑ Rather than a checklist, this tool should be seen as a way to reinforce an approach to supporting the Prevent duty and safeguarding and provide a benchmark against which to continually develop that approach. The self-assessment questions in this version have been refined to encourage a focus on how well things are working – this will require narrative responses rather than simply stating that something is in place.

☑ Use the tool as a starting point, and integrate your own organisation's approach, policies and expectations. Some of the criteria may not be directly relevant, or conversely, in other areas your organisational ethos may require you to go further.

☑ Effective arrangements must be about the ethos, character and culture of a provider, rather than any prescribed set of actions or policies.

☑ Although there should be a Designated Senior Person who leads the provider's approach, supporting the Prevent Duty and safeguarding is the business of everyone who comes into contact with learners, and the self-assessment tool seeks to help providers promote this ethos.

☑ Go beyond verifying that a policy or process is in place, to evaluate what its impact is.

☑ If your evaluation states that a particular approach is effective: how do you know? What evidence do you have, and could it be stronger?

☑ Consider using a peer review approach, where providers offer 'critical friend' support to each other. Having someone from outside your organisation go through the self-assessment tool provides a valuable independent perspective that can enhance effective practice and highlight gaps.

It is recommended that completion of this tool and subsequent periodic assessments are carried out by a team, led by a senior manager with overall responsibility for Prevent within the organisation. However, in statutory terms, it is the Chief Executive who must take ultimate responsibility for ensuring that the organisation is compliant with the legislation.

How to complete the self-assessment

Stage 1 Evaluation	Appraise each question within the sections and decide on a RAG (red/amber/green) status for your provider's response. Where you have robust and sufficient evidence, summarise this in the green column; where you have concerns regarding the completeness or robustness of your evidence, summarise this in the amber column; where you have identified gaps or concerns about your evidence, summarise this in the red column.
Stage 2 Action planning	Use the template at the end of each section to identify actions which will address any shortcomings in areas evaluated as red or amber, and which will build on and extend good practice identified in green areas. The template can be refined and extended, if required, to fit your organisation's action planning and reporting arrangements. Where there are no actions relating to a section, indicate this for completeness.
Stage 3 Summary	Populate the RAG boxes in the summary section with the single status that applies to each section – this provides an at a glance evaluation of Safeguarding and Prevent in your organisation. Make a clear judgement on the status of each section, and try to avoid using more than one RAG column.

Evaluating safeguarding and Prevent: sources of further information and support

Estyn's guidance for inspecting safeguarding in post-16 settings sets out useful information on what inspections will look for, including annexes with prompts on Prevent and online safety. This self-assessment tool incorporates extracts from Estyn's guidance, which are shaded in yellow.

The National Training Federation for Wales supports a network for WBL safeguarding and Prevent leads, which meets regularly to share information and good practice. Members now also have access to their own virtual community on Hwb.

Jisc supports the further education and skills sector in Wales to make best use of digital technologies and is accredited by the Home Office to deliver the Workshop to Raise Awareness of Prevent (WRAP).

The **Education and Training Foundation** has a dedicated website with training resources on Prevent, aimed at providers in England but also relevant to the sector in Wales.

Organisational policies and strategies

As a provider you are likely to have a range of strategies, policies and procedures. Ensuring their existence and cross referencing / consistency with the Counter Terrorism and Security Act 2015 (including British Values and a Safe Learning Community and the organisations overarching Safeguarding Policy) can all help to provide evidence for the evaluation tool. This list is not exhaustive and can be added to, as required.

Overarching safeguarding policy	This policy includes Prevent Duty references ☐ OR there is a standalone Prevent Duty policy ☐	
References to safeguarding and Prevent in the following policies (where appropriate, this list is not exhaustive):	**Does this document exist and is it cross-referenced within the organisation's overarching safeguarding policy?**	**Date of last review**
• Acceptable Use Policy	☐	
• Social Media Policy	☐	
• Whistleblowing Policy	☐	
• Freedom of Speech Policy	☐	
• Risk Management Strategy	☐	
• Communications Strategy	☐	
• Business Continuity Plan	☐	
• Recruitment Policy	☐	
• Teaching, Learning and Assessment Strategy	☐	
• Equality and Diversity Policy	☐	
• Complaints Policy and Procedure	☐	
• Bullying and Harassment Policy and Procedure	☐	
• Single Equality Duty	☐	
• Continuing Professional Development Policy	☐	
• Learner Engagement Strategy	☐	
• Employer Engagement Strategy	☐	
• Code of Conduct (Staff)	☐	
• Data Protection and Information Security Policy	☐	
• Events and Visiting Speakers Policy	☐	
• Charitable Giving Policy	☐	

Self-assessment tool

	RED	AMBER	GREEN
Summary Completing this table should be the final stage in the assessment process.	Action required in this area	We are only partially meeting the criteria for this area, or we need more robust evidence	We have evidence to show that we are meeting the criteria for this area
Section 1			
How effective is our leadership and governance in assessing risk and planning actions?			
Section 2			
How effectively do we ensure learners' awareness and understanding of Prevent and safeguarding?			
Section 3			
How effectively do we develop staff understanding of safeguarding, the Prevent duty and extremism to enable delivery and support?			
Section 4			
How effective is our curriculum in delivering and demonstrating safeguarding and Prevent related learning?			
Section 5			
How effectively do our facilities support a safe learning community?			
Section 6			
How effectively do we engage with the community and partnerships to promote the safety and well-being of our learners?			

Actions summary	Priority 1	Priority 2	Priority 3
Section 1: How effective is our leadership and governance in assessing risk and planning actions?			
Section 2: How effectively do we ensure learners' awareness and understanding of Prevent and safeguarding?			
Section 3: How effectively do we develop staff understanding of safeguarding, the Prevent duty and extremism to enable delivery and support?			
Section 4: How effective is our curriculum in delivering and demonstrating safeguarding and Prevent related learning?			
Section 5: How effectively do our facilities support a safe learning community?			
Section 6: How effectively do we engage with the community and partnerships to promote the safety and well-being of our learners?			

Section 1: How effective is our leadership and governance in assessing risk and planning actions?

Guidance – As the WBL sector moves from a 'compliance' approach to a 'developmental' one, it is expected that evidence will go beyond identifying risk and planning actions.

To ensure effective compliance with statutory safeguarding and Prevent duties, we would expect active engagement from governors, boards, leaders and managers with other partners (including police and local authorities). We would expect providers to engage and consult learners on their plans for implementing the duty. Management and co-ordination arrangements should be implemented to share information across the relevant curriculum areas within a provider, with a single point of contact for operational delivery of Prevent-related activity. There should be a designated governor or director with lead responsibility for safeguarding and Prevent.

Senior leaders need to ensure not only that comprehensive safeguarding policies are in place, but that they are understood and followed by staff, and reviewed regularly. As learning organisations, WBL providers should take every opportunity to reflect on how they have handled risks and incidents, and how they can use this reflection to strengthen their approach to safeguarding. Leaders, managers and governors should model and promote these behaviours, and foster an organisational culture that puts learner and staff well-being first.

At a corporate level each provider is expected to have robust procedures both internally and externally for sharing information about vulnerable individuals. This should include information sharing agreements which take appropriate and well-informed account of data protection and information security requirements.

The UK Government's definition of extremism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Act requires providers to acknowledge the stated British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. At strategic and operational levels, mechanisms must be developed and embedded to provide learners and staff with the opportunity to develop their understanding and demonstrate their knowledge of the principles underlining these values as displayed in their behaviours.

Each provider should have a risk assessment that assesses where and how learners or staff may be at risk of being drawn into terrorism. The provider will also have a range of operational policies and procedures which will help an organisation satisfy itself and government that it is able to identify and support these individuals. We would expect the risk assessment to look at organisational policies regarding the physical environment, inclusion, equality and diversity, and the safety and welfare of learners and staff. The risk assessment will address the physical management procedures for events held by staff, learners or visitors, and relationships with external bodies and community groups who may use the provider's premises, or work in partnership with the organisation.

Section 1: How effective is our leadership and governance in assessing risk and planning actions?

Organisational commitment

Evidence from

- leaders' *(governors, boards, trustees, directors and managers)* awareness of statutory duties in relation to safeguarding and Prevent
- designated safeguarding and Prevent lead and the effectiveness of this role (e.g. representation, support, facilitating Board learning)
- formal risk registers
- risks or safeguarding issues reported promptly to the SMT and to the relevant agencies
- actions reported to and reviewed by the Board
- standing items on team and board agendas
- Digital 2030 strategy and action plan

Values

Evidence from

- mechanisms and training in place to effectively communicate and own British Values – assurance checks in place (e.g. discussions, teaching/training observations, events, activities that go beyond online training)
- consortium partners and sub-contractors sharing values
- policies, procedures and risk assessments reviewed to meet the requirements of the Counter-Terrorism and Security Act 2015; new policies designed accordingly
- clear and visible policies for managing whistleblowing and complaints; reviews of complaints to identify impact and lessons learnt

Assessing risks and reporting incidents

Evidence from

- how risk is managed by the provider and how it monitors and manage these risks, including serious incidents or other incidents that might escalate, to maintain a Safe Learning Community (e.g. lessons learnt, discussion and role play rehearsals)
- emergency / disaster recovery plans and post-event actions to ensure appropriate processes for supporting learners and staff
- understanding of Estyn's guidance on inspecting safeguarding
- mechanisms in place to assess the impact of policies and procedures relating to the threat and risks associated with extremism (eg resolution of grievances)
- protocols for sharing information about learners at risk, including personal and sensitive data

SECTION 1	RED (Action needed)	AMBER (Some action needed)	GREEN (No action needed)	Owner
How effective is our leadership and governance in assessing risk and planning actions?				
Are there named individuals with legal responsibility for compliance with the Prevent duties and Counter Terrorism and Security Act?				
Are there named individuals with defined responsibility for safeguarding?				
Do the following people have a good understanding of their own and their organisations responsibilities in relation to safeguarding and the Prevent duty?				
▪ Board				
▪ Directors/Senior Management Team				
▪ Staff				
▪ Learner representatives				
▪ Safeguarding lead and team				
Do our Vision, Mission and Values clearly support safeguarding and the Prevent duty?				
Do senior leaders understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it?				
Do all of our safeguarding and Prevent arrangements extend to any consortium members and sub-contractors?				
Are there arrangements in place to check effectiveness of safeguarding arrangements, e.g. critical friend, periodic assessment?				
Do we have a critical incident management plan capable of dealing with terrorist related issues?				
Do we have a suitably trained and informed person to lead on our response to critical incidents?				

SECTION 1	RED (Action needed)	AMBER (Some action needed)	GREEN (No action needed)	Owner
How effective is our leadership and governance in assessing risk and planning actions?				
Is there a communications strategy to respond to critical incidents?				
Are there effective arrangements to identify and respond to on and off-site tensions which might impact of staff, learner or public safety?				
Action - detail and status ie planned/required/taken/already in place to mitigate/address risk		**Owner**	**Timing**	

Section 2: How effectively do we ensure learners' awareness and understanding of Prevent and safeguarding?

Guidance – Communication is, in essence, an exchange of information that allows all involved to listen to and learn about each other. Effective communication involves more than just knowing that people have access to, or have read, policies. It is important to check that learners (and those who come into contact with them) understand the purpose of information sharing in order to safeguard and promote learners' well-being. It is also useful to assess how comfortable they feel about sharing information.

It is important that all work based learners are aware of Prevent, its place within WBL, their learning programme and wider learner community. They should be encouraged to assist the development of their safe learning community and know that related policies (including the provider's safeguarding policy) set out safe practices for all involved with the provider. Learner voice mechanisms should be used to evaluate whether learners understand what constitutes an unsafe situation and are aware of what to do if they have a concern and what they would need to do to keep themselves and others safe. It is also important to check that information is in a format and language that can be easily accessed and understood by all learners, and that it is reviewed and updated regularly.

The risk of radicalisation in organisations does not just come from external speakers. Radicalised learners can also act as a focal point for further radicalisation through personal contact with fellow learners and through their social media activity. Where radicalisation happens off site, the learner concerned may well share his or her issues with other learners. Changes in behaviour and outlook may be visible to staff or to other learners. This guidance addresses the need for organisations in receipt of public funding to self-assess and identify the level of risk, and ensure that appropriate training, support and policies are in place to ensure that these signs can be recognised and responded to appropriately.

Jisc can provide specialist advice and support to WBL providers, to help them ensure that learners and staff are safe online and appropriate safeguards are in place.

Safeguarding – Care, support and guidance

Evidence from

- learners aware of mechanisms for reporting concerns (e.g. poster campaigns with examples and named Prevent lead, online and verbal communications channels for remote, non-centre-based learners)
- learners have adequate, suitable opportunities to communicate their concerns about their experiences relating to extremism at the provider and there is evidence of how these are addressed (e.g. experiences shared and used to inform as learning points, where appropriate)
- learners are listened to and have appropriate platforms to voice views, have them challenged and challenge others' views in a safe learning community

Section 2: How effectively do we ensure learners' awareness and understanding of Prevent and safeguarding?
Learner engagement
Evidence from
• learners are consulted and involved on an ongoing basis in developing policies and procedures relating to the threats and risks associated with extremism (e.g. focus groups, learner representatives) • learner voice mechanisms, such as surveys, are used to evaluate learners' awareness and understanding of safeguarding and Prevent • induction procedures and activities ensuring all learners understand the importance of equality, diversity and respect for all members of the learning community (e.g. coverage, impact assessment, gap identification and remedial actions) • codes of conduct (e.g. set out clear expectations of learner conduct; processes for addressing breaches; communication channels and media to reach and include all learners) • the provider celebrates the diversity of its learning community and promotes tolerance (e.g. learner led events, representation within the community)

SECTION 2	RED (Action needed)	AMBER (Some action needed)	GREEN (No action needed)	Owner
How effectively do we ensure learners' awareness and understanding of Prevent and safeguarding?				
Have learners been given information on what is in the policy/ies, and how well do they understand it?				
Is this information available in a format and language that can be easily accessed and understood by all?				
Do learners know where to go for help if they felt uncomfortable about anything they saw or heard, or if anybody asked them for personal details (such as their address) on the internet?				
Do you involve learners in annually reviewing how well your safeguarding and Prevent policies and procedures work, including the outcomes of any incidents or concerns?				
Is there a learner consultation and engagement strategy?				
Do learners feel safe to talk about concerns and sensitive issues?				
What methods are in place to communicate learner, employer and provider responsibilities?				
If you have centre-based learners, have you made provision or access arrangements for chaplaincy?				
If you have centre-based learners, is your chaplaincy support reflective of learner demographics?				
Are monitoring arrangements in place to ensure support is effective and supports welfare and equality policies?				
If there is a formal Students Union or Learner representative forum, are there agreements in place that commit to active, positive engagement and shared values?				

SECTION 2	RED (Action needed)	AMBER (Some action needed)	GREEN (No action needed)	Owner
How effectively do we ensure learners' awareness and understanding of Prevent and safeguarding?				

Action - detail and status i.e. planned/required/taken/already in place to mitigate/address risk	Owner	Timing

Section 3: How effectively do we develop staff understanding of safeguarding, the Prevent duty and extremism to enable delivery and support?

Guidance - This section focuses on the provider's approach to ensuring staff have the training and support they require to promote a safe learning community, where extremism can be challenged and safeguarding issues supported. This should not just be a matter of going through a checklist of issues and symptoms, but rather of assessing how confident people are about safeguarding learners, how alert they are to what is happening to individual learners and how open communication channels are.

Providers need to ensure that they provide appropriate training and development for all staff. There are helpful online training materials that can be accessed as part of staff development, but this must be seen as a bare minimum. Face to face training and discussion will enable staff to develop a much deeper understanding and greater confidence in their ability to integrate relevant content into learning delivery. Staff should have opportunities to put their learning into practice and to reflect on what they have learnt and how they are using this learning in their professional practice.

Investing in staff development will also help leaders and staff to exemplify British Values in their management, teaching and learning. Providers should ensure that appropriate members of staff to have an understanding of the factors that make people vulnerable to being drawn into terrorism, and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorist activity.

British Values

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

Extremism

"Vocal or active opposition to fundamental British Values. This also includes calls for the death of members of the British armed forces."

Counter-terrorism and Security Act 2015

Staff should have sufficient training to be able to recognise vulnerability and be aware of what action to take in response. This will include an understanding of when to make referrals (to the Channel programme for Prevent issues, and the local authority where appropriate for safeguarding concerns), and where to get additional advice and support. All staff should be aware of the identity and role of the provider's Designated Senior Person, and should feel confident that they are not expected to handle safeguarding concerns on their own.

Staff training and support should include recognising early signs of abuse, neglect or radicalisation, how to handle these and where to go for support. Learners may disclose to staff when they are at risk of harm, and a positive response (believing them, taking action to help, and providing emotional support) can make a significant difference to the outcome. Staff may need to build their confidence in handling these situations through managed role play as well as in real-life situations, and be encouraged to reflect afterwards on lessons learnt.

Section 3: How effectively do we develop staff understanding of safeguarding, the Prevent duty and extremism to enable delivery and support?
Staff understanding and engagement
Evidence from

- Continuing Professional Development (CPD) opportunities promoting knowledge and understanding of safeguarding and extremism
- Reviews of incidents with staff to identify lessons learnt, best practice and "what we could have done differently"
- A range of online, delivered and facilitated training to deepen understanding and which encourages reflection
- Disciplinary and mediation or grievance procedures which address staff failure to conform to the agreed standards of conduct and/or core values
- Designated lead and staff are trained for, and understand their responsibilities for addressing safeguarding and Prevent-related issues
- Policies and processes in place to protect and safeguard staff, particularly those conducting research on safeguarding issues such as child sexual exploitation, human trafficking, terrorism and counter terrorism
- Procedures undertaken as part of the staff recruitment process to ensure that staff understand and accept core organisational values
- Awareness training extended to contracted staff (e.g. construction contractors), associate assessors/trainers and volunteers, including staff in consortium members and sub-contractors
- Evidence from staff surveys on accessibility and awareness of training materials, guidance and resources

SECTION 3	RED (Action needed)	AMBER (Some action needed)	GREEN (No action needed)	Owner
How effectively do we develop staff understanding of safeguarding, the Prevent duty and extremism to enable delivery and support?				
Are 'safer recruitment' practices adhered to? E.g. robust pre-employment checks, Disclosure and Barring Service, contractual CPD agreements.				
Is CPD effective in equipping staff:				
▪ to understand the impact they, as education professionals, have in supporting the safeguarding and Prevent agendas?				
▪ to adhere to policies and procedures?				
▪ to be aware of behaviours and indicators that suggest vulnerability?				
▪ to understand potential risks to their and learners' online safety?				
▪ to embed Prevent within learning programmes / curriculum?				
▪ to understand how to address issues and challenge extremism?				
▪ to know when and how to report concerns, including processes and responsibility for making referrals?				
▪ to exemplify British Values in their management, delivery and through general behaviours in their organisation?				
How are staff supported to reflect on their learning and how well they have put it into practice (e.g. through using the Professional Learning Passport)?				
Are procedures in place for ensuring proportionately appropriate training for sub-contractors, associates, and volunteers?				
Are staff able to feed back on the relevance and usefulness of the training available to them?				

SECTION 3	RED (Action needed)	AMBER (Some action needed)	GREEN (No action needed)	Owner
How effectively do we develop staff understanding of safeguarding, the Prevent duty and extremism to enable delivery and support?				
After training, are staff able to clearly explain what they have learned?				
Are the safeguarding lead/s and the Prevent lead/s roles effectively communicated and understood across the organisation?				
When processes or requirements change, how are staff provided with the knowledge and skills they need to keep up to date?				
Do staff know and understand how to engage with Channel as a support mechanism in cases of radicalisation and extremism?				
Is there a clear policy, pathway and threshold for referral to Channel (for Prevent) or to social services or the policy (safeguarding)?				
Action - detail and status i.e. planned/required/taken/already in place to mitigate/address risk		**Owner**	**Timing**	

Section 4: How effective is our curriculum in delivering and demonstrating safeguarding and Prevent related learning?

Guidance - Robust safeguarding and Prevent practices involve approaches that make these issues everyone's concern. The curriculum provides opportunities to support well-being and pastoral care so that learners automatically reflect the behaviour and values that are being developed. 'One-offs' or pockets of good practice are not characteristics of a robust quality provision.

WBL providers are encouraged to establish a Scheme of Work approach across their offer, with planned and appropriately resourced learning interventions designed to suit the ethos of the provider. These offer opportunities to explore, debate and challenge issues around safeguarding and Prevent (such as racial identity, cultural diversity, religious practices and belief to develop critical thinking and resilience). Naturally occurring opportunities such as news events can be used to extend and deepen discussion, particularly in tutorial groups. Learners can also use assignments, presentations and research to explore their own areas of interest, within an overall framework of principles and behaviours.

Hwb is a Welsh Government funded bilingual platform hosting a national collection of tools and resources to support education in Wales. A number of published resources can be accessed without an account, but registered users receive access to additional tools and content. Hwb contains curriculum resources relevant to safeguarding and challenging extremism, and is being further developed to include accounts and content for post-16 providers.

Learning delivery should be planned to assist learners to recognise their responsibilities, take the initiative and demonstrate knowledge and behaviours that support democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Learners should be supported to take ownership of their learning journey, which could include designing their own activities, working with others from different backgrounds, and agreeing appropriate 'ground rules' and behaviours. The provider should ensure that appropriate 'scaffolding', guidance and support is available so that this happens within a safe environment.

Developing behavioural and impact indicators will assist providers to demonstrate progress made by their learners. Providers should consider how they can use these indicators to evaluate the experiences of different groups of learners (for example, centre- and employer-based learners).

A whole-organisational approach to curriculum and pastoral interventions with involvement of senior staff and the DSP will help to integrate strategy with operational implementation. It is also important that Governors or Board members know broadly what is being learnt so they can have effective oversight at a strategic level.

Section 4: How effective is our curriculum in delivering and demonstrating safeguarding and Prevent related learning?
Teaching, learning and assessment
Evidence from

- Schemes of work/individual learning plans
- Prevent awareness begins during learner induction and continue throughout the programme with opportunities to capture behavioural and impact measures
- The curriculum includes training and embedded digital literacy to enable learners to become safe, responsible, and evaluative users of digital media
- training, advice and guidance given to learners in online exploitation (including commercial and sexual exploitation) to understand the nature of grooming and its impact
- minutes of Governors' meetings or accounts of learning walks where safeguarding and Prevent are discussed

SECTION 4	RED (Action needed)	AMBER (Some action needed)	GREEN (No action needed)	Owner
How effective is our curriculum in delivering and demonstrating safeguarding and Prevent related learning?				
After induction, can learners clearly articulate:				
▪ Your duty of care to learners as their training provider?				
▪ How you set and manage learner expectations?				
Demonstration of Prevent including British Values within learning/teaching resources such as:				
▪ Schemes of Work				
▪ Lesson/workshop delivery				
▪ Assignments within vocational qualifications or Knowledge elements				
▪ Within a broad learning programme identifying naturally occurring opportunities				
▪ Within additional learning materials provided to support learners				
▪ Where appropriate, within verbal or written feedback				
What arrangements are in place to assure the quality and relevance of learning resources?				
Can learners articulate what British Values mean within the context of their learning community?				
How well do we evaluate the effectiveness and impact of Prevent-related learning?				
Does learning content improve learners' understanding and awareness of what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it?				
What mechanisms are in place to measure and record behavioural indicators and impact of learning?				

SECTION 4	RED (Action needed)	AMBER (Some action needed)	GREEN (No action needed)	Owner
How effective is our curriculum in delivering and demonstrating safeguarding and Prevent related learning?				
Can learners describe the risks of posting inappropriate content on the internet?				
Do learners know the rules you have for using the internet?				
How are learners supported to build knowledge, skills and capability in relation to online safety?				
Action - detail and status i.e. planned/required/taken/already in place to mitigate/address risk		**Owner**	**Timing**	

Section 5: How effectively do our facilities support a safe learning community?

Guidance – The physical environment plays an important role in the provision of a safe learning community. It can be used to support and reinforce an understanding that sharing concerns or debating issues about potentially controversial topics is part of being an engaged citizen. Any display or information that is presented in such a space should be appropriate, inclusive and diverse, support critical thinking and open discussion, and signpost material that learners can explore. Specific spaces such as prayer or faith rooms provide an effective physical resource for learners to use and must be managed well with mechanisms in place to respond to any issues arising from their provision and use.

Digital 2030 is the strategic framework for digital learning in the post-16 sector in Wales. It sets out a vision, aims and objectives for providers to work to, including references to inclusion, accessibility, safeguarding and legal requirements. Providers should consider how safeguarding and Prevent requirements can be incorporated into their own digital strategies and action plans, to ensure that they can use technology effectively to enhance learning and ensure compliance.

All providers will have policies relating to the use of their IT equipment, whether that be providing access to internal networks or Wifi facilities to access web services, or for connecting provider hardware or learner-owned devices. As well as covering general usage, those policies and procedures need to contain specific reference to safeguarding and Prevent. Many educational institutions use filtering as a means of restricting access to harmful content, and should consider the use of filters as part of their overall strategy to prevent people from being drawn into terrorism. Providers must have clear policies for learners and staff using IT equipment to research terrorism and counter terrorism in the course of their learning – this reinforces the open nature of discussion and debate and critical thinking.

Whilst network security is clearly a concern for those responsible for managing IT, access to facilities and security must be carefully balanced to ensure that opportunities for learners to develop their own digital citizenship and digital skills are not restricted. Jisc can help WBL providers in Wales exploit the opportunities the internet has to offer whilst staying safe.

Jisc's Computer Security Incident Response Team continually monitors the Janet network, resolving any security issues so that all Janet / PSBA connected organisations enjoy a secure environment in which to conduct online activities. In addition, Jisc can provide practical support and assistance when designing a safe and resilient network architecture or in the event of an online incident occurring.

Providers should have a system for assessing and rating risks associated with planned events or learner visits, which provides evidence to suggest whether an event should proceed, be cancelled or whether action is required to mitigate any risk. There should also be a mechanism in place for assessing and acting on the risks associated with any events which are provider affiliated, funded or branded but which take place off their premises.

Providers should also demonstrate that staff involved in the physical security of the estate have an awareness of the Prevent duty and appropriate training to support them in their role. Where appropriate and legal to do so, providers should also have procedures in place for the sharing of information about speakers with other providers and partners.

Section 5: How effectively do our facilities support a safe learning community?
Learning environment – centre and employer based
Evidence from
- Provider takes responsibility for ensuring the learning environment is safe and welcoming; ensures no inappropriate materials and images are on display in their buildings, online presence (including social media) or in the public face of the organisation   - Arrangements in place for the capture, storage, access and transmission of images that are acceptable to the full range of learners   - Provider able to respond to requests for space for prayer and contemplation   - Where such a space is provided, its layout, access and use conform to an agreed protocol, including that the text of any notices or other printed materials in English and Welsh are a direct translation of any other language used   - Policies and processes to safeguard learners extend to visits and residential accommodation
Information and communication technology
Evidence from
- Policies, procedures and monitoring processes in place to secure IT safety within the organisation,   - Appropriate use of filters, following guidance from Jisc regarding IT owned/operated by the provider   - Mechanisms in place to enable learners and staff to access appropriate material if researching extremism   - Digital 2030 strategy and action plan
Estates and security
Evidence from
- Policies and processes to monitor, record and address any safeguarding problems to inform security (e.g. IT; code of conduct; behaviour; complaints, speakers; hate crime/harassment)   - Lettings policy, and processes in place where providers offer their facilities for hire/use   - Staff managing lettings understand how to minimise potential risks and know where to seek advice

SECTION 5	RED (Action needed)	AMBER (Some action needed)	GREEN (No action needed)	Owner
How effectively do our facilities support a safe learning community?				
Do we provide a safe and welcoming environment?				
How well do we monitor and manage physical and virtual resources to ensure no inappropriate materials or images are on display?				
Do we have effective arrangements to support employers to provide a safe learning community?				
How well do we educate and support the whole provider community on online safety?				
Do we or our employer partners provide appropriate prayer/faith facilities or have arrangements to access prayer/faith facilities?				
Do we monitor and manage activities in and space designated as prayer/faith facilities?				
Do we have a policy relating to the use of IT with specific reference to safeguarding and Prevent?				
Do we have a policy relating to the use of IT which protects but does not unduly restrict learners developing digital skills and citizenship?				
Do we regularly evaluate the effectiveness of our IT policies and make any resulting changes and improvements?				
Do our filtering/firewall systems prevent learners/staff/visitors from accessing extremist websites and material?				
Do our filtering/firewall systems extend to Bring Your Own Device internet access via Wifi?				
Do we have operational monitoring and alerting systems to record and report breaches?				
Are there effective arrangements in place to monitor access				

SECTION 5	RED (Action needed)	AMBER (Some action needed)	GREEN (No action needed)	Owner
How effectively do our facilities support a safe learning community?				
to sites by visitors and non-staff/learner members of the public?				
Do we have effective dangerous substances management arrangements in place for their:				
▪ Storage				
▪ Transport				
▪ Handling				
▪ Audit				
Have we effective procedures in place for the distribution of leaflets or other publicising material? whether they be:				
▪ Electronic				
▪ Hard copy				
Action - detail and status i.e. planned/required/taken/already in place to mitigate/address risk	**Owner**		**Timing**	

Section 6: How effectively do we engage with the community and partnerships to promote the safety and well-being of our learners?

Guidance – The role that WBL providers play in their local communities and wider society is hugely important, and the sector has opportunities to make a significant positive impact on the prosperity and success of those communities. As the sector has evolved, relationships and contractual arrangements have been developed to provide learners with access to a wide range of other providers and partners, broadening out what community means to the sector. Where an institution has sub-contracted the delivery of courses to other providers, robust procedures must be in place to ensure that the sub-contractor is aware of and compliant with the Prevent duty.

In order to comply with safeguarding and Prevent responsibilities, all providers should have policies and procedures in place for the management of events held on their premises. The policies should apply to all staff, learners and visitors and clearly set out what is required for any event to proceed. Every organisation clearly needs to balance its legal duties in terms of both ensuring freedom of speech and also protecting learner and staff welfare. Given the nature of the WBL sector and the various pathways that learners follow through it, event management is not always a relevant issue for providers. Where it is, providers should evaluate the impact that such engagement has for its staff and learners.

Encouragement of terrorism and inviting support for a proscribed terrorist organisation are both criminal offences. Providers must not provide a platform for these offences to be committed.

When deciding whether or not to host a particular speaker, providers should consider carefully whether the views being expressed (or likely to be expressed) constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances the event should not be allowed to proceed except where providers are entirely convinced that such risk can be fully mitigated. This includes ensuring that, where any event is being allowed to proceed, speakers with extremist views that could draw people into terrorism are challenged with opposing views as part of that same event, rather than in a separate forum. Where organisations are in any doubt that the risk cannot be fully mitigated, they should exercise caution and not allow the event to proceed.

Visiting speakers and events

Evidence from

- Policy and process in place covering visiting speakers, including guidance about sharing information on proposed speakers and referring details to appropriate agencies in cases of uncertainty regarding suitability
- Clear guidelines for the supervision of any approved speaker who has been the subject of concerns during the referral process
- Policies are clear that no-one can enforce gender segregation other than in religious worship

Section 6: How effectively do we engage with the community and partnerships to promote the safety and well-being of our learners?
Community engagement
• Learners informed of support available within the provider and via other services or community links • Leaders and designated staff maintain a professional relationship with the provider's community, including those who represent different ethnic, faith, minority and vulnerable groups • Leaders and designated staff maintain effective channels of communication with partners who have a role in safeguarding and Prevent, including police, Prevent co-ordinator, local authorities and Welsh Government • Relationships extended to support employers, sub-contractors and partners

SECTION 6	RED (Action needed)	AMBER (Some action needed)	GREEN (No action needed)	Owner
How effectively do we engage with the community and partnerships to promote the safety and well-being of our learners?				
Do we have an effective policy/framework for managing visiting speakers and Events? Covering:				
▪ Communication arrangements				
▪ Compliance arrangements				
▪ Recognition of the risks associated with radicalisation and extremism				
▪ Mechanism for ensuring a balance of views				
▪ Debrief arrangements for the protection of vulnerable individuals, post event, if necessary				
Do we have arrangements in place to review the impact of speakers or events and understand what has been learnt by our learners and/or staff?				
Are we actively engaged in safeguarding and Prevent networks e.g. run by National Training Federation for Wales, regional safeguarding boards, other local or regional groups?				
Have we assessed the potential risk of radicalisation and extremism in our local area? Is the risk assessment available and is it being implemented?				
Do learners understand the range of support available within our organisation and via other services or community links?				
How do we extend the relationships and networks we have to support employers, sub-contractors and partners?				
Are we providing effective assistance to employers to help them support safeguarding and the Prevent duty?				

Action - detail and status i.e. planned/required/taken/already in place to mitigate/address risk	Owner	Timing