



Llywodraeth Cymru
Welsh Government

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Respect and resilience – developing community cohesion

Self-assessment tool 2016



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Introduction

This self-assessment tool has been adjusted to align it with the new Counter-Terrorism and Security Act 2015, Estyn's Common Inspection Framework and the duties and responsibilities that schools are required to meet. This includes actions to address guest speakers, events in schools, risk assessment and safeguarding all learners within schools and other settings. This document focuses on schools and their learners.

The purpose of this tool, which should be used with the updated *Respect and resilience – developing community cohesion guidance*¹, is to enable schools in Wales to assess their levels of compliance with both the Counter-Terrorism and Security Act 2015 and best practice in the maintenance of a safe learning community. Schools can use this as a checklist of their readiness and their overall compliance. It allows for opportunities to prepare and implement plans in response to gaps in performance and in any neglected areas of responsibilities. It is important that schools and their governing bodies prioritise their safeguarding plans to comply with the essential parts of the Act to maintain a safe learning community.

How does your school match up?

When responding to each of the questions, you should indicate your school's level of compliance with best practice in the creation of a safe learning community, according to the following RAG criteria:



Red – significant divergence from the Counter-Terrorism and Security Act 2015 and best practice: a fundamental review of current approach is required.



Amber – partial compliance with the Counter-Terrorism and Security Act 2015 and best practice: some additional actions and improvements to procedures are required to reach full compliance.



Green – full compliance with the Counter-Terrorism and Security Act 2015 and best practice.

¹ gov.wales/topics/educationandskills/publications/guidance/respect-and-resilience-2015/?lang=en

1. The school and its leadership				
Questions relating to the Counter-Terrorism and Security Act 2015	CIF reference	Self-evaluation question from the Common Inspection Framework	Evidence (examples only)	RAG
School commitment				
Are the governors and headteacher aware of the importance of creating and maintaining safe learning communities and managing the risks to both the school and its learners as an important aspect of leading the school?	3.1.2	<p>How good is the work of our governors?</p> <p><i>How well do our governors understand their role?</i></p> <p><i>How well do they fulfil their statutory obligations and take account of relevant legislation and guidance?</i></p>	<p><i>The key evidence of school commitment is in the actions taken by the governing body and headteacher and the impact of those actions on the attitudes, behaviours and the actions of all staff and particularly designated staff with safeguarding and Prevent roles.</i></p> <p><i>Behind this are the supporting processes, paperwork and management of risk that includes agendas, minutes, job descriptions, continuous professional development (CPD), home-school contracts, induction, training, risk assessment, monitoring, support and disciplinary processes.</i></p>	
Do the governors understand the boundaries of their role and are aware of their responsibilities and behaviour?				
Are the key responsibilities for safeguarding and risk assessment allocated to a designated safeguarding person (DSP) who is the single point of contact for Prevent and to suitably trained governors and staff?				
Does the school with its partners perceive, promote and present itself as a cohesive community, with a duty to build and maintain close, respectful and supportive links with its members?				

Does the school challenge any behaviour which harms the ability of governors, staff, individuals and groups to work together safely?				
Values				
Are the school's values consistent with the core values of democracy; rule of law; individual liberty and mutual respect and tolerance for those with different faiths and beliefs?	2.4.1	<p>How well do we evaluate the ethos, equality and diversity of our school?</p> <p><i>Have we established a school ethos that is inclusive and contributes to community cohesion?</i></p> <p><i>Do we take into account and value the diversity of learners' backgrounds?</i></p>	<p><i>The impact of the school's ethos, and values on the attitudes and actions of all staff, who demonstrate the confidence, ownership and commitment to the policies that support the core values.</i></p> <p><i>This commitment extends to other organisations to which the school is linked.</i></p> <p><i>Processes will enable SMT to manage risk, monitor policy implementation and its impact on behaviours with an emphasis on support for vulnerable learners.</i></p>	
Are the school's values effectively communicated to and owned by all members of the school's community, including learners, teachers, support staff, leaders and governors? Does this extend to other organisations to which the school is linked?				
Are key policies, procedures and risk assessment consistent with these values and meet the requirements of the Counter-Terrorism and Security Act 2015?				
Are our procedures and culture conducive to sharing information and concerns including those relating to vulnerability, changes in behaviours and radicalisation?				

Leadership					
Do the school's leaders show a clear and consistent commitment to the school's values?	3.1.1	How good is strategic direction and what is the impact of our leadership?	<i>Do we have clear aims, strategic objectives, plans and policies that are focused on meeting learners' needs?</i>	<i>The actions and behaviours of leaders and the governors illustrate the school's values and set out their expectations with a clear emphasis on safeguarding.</i>	
Do the school's leaders ensure that learners are encouraged to play a full part in the school community, sharing care and responsibility for others?					2.3.1
Do the school's leaders ensure policies and processes are in place and are used to safeguard staff, particularly those conducting research on 'terrorism and counter-terrorism'?	<i>Do we promote principles that help learners to distinguish right from wrong?</i>	<i>Evidence of learners' involvement, learner voice, personal and social education (PSE)/pastoral support and its impact.</i>			
Are any risks or safeguarding problems, particularly those relating to hate crime/harassment reported promptly to the DSP and to the relevant agencies? Are actions reported to and are reviewed by the school?			<i>Do our learners contribute to decision-making in the school?</i>		

Does the school set out its expectations and monitor performance in relation to respect and resilience?

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2. Learners				
Questions relating to the Counter-Terrorism and Security Act 2015	CIF reference	Self-evaluation question from the Common Inspection Framework	Evidence (examples only)	RAG
Safeguarding				
Is safeguarding learners at the heart of the school's culture of ensuring safety for all members of the learning community?	2.3.3	How good are our safeguarding arrangements? <i>Are our arrangements for safeguarding children appropriate and do we comply with best practice?</i>	<i>Learning and teaching develops understanding of internet safety, critical thinking skills and learners' resilience.</i>	
Do policies and guidelines relating to safeguarding include references to the dangers of radicalisation that could lead to violent extremism?			<i>Policies and guidelines are comprehensive in their coverage of the potential threats to learners including radicalisation.</i>	
Pastoral care				
Does the school have processes to identify vulnerable learners, including looked after children, before and during their period of admission to the school?	2.3.3	How good are our safeguarding arrangements? <i>Do we identify children in need or at risk of significant harm by maintaining a record of the suitability of the staff and having appropriate</i>	<i>Application and admission processes assess learners' vulnerability and respond.</i>	
Does the school provide appropriate care and support and ensure advocacy for vulnerable learners?			<i>Care and support is assigned to vulnerable learners, recorded and reviewed. Processes assign support to</i>	

Are the school's support mechanisms effective in enabling all learners to maximise the benefit of learning at school?		<i>arrangements for child protection?</i>	<i>vulnerable learners. Evidence that learners feel comfortable discussing and reporting concerns and thus develop resilience.</i>	
Learner engagement				
Do admission procedures ensure that barriers to entry to school are minimised?	2.3.1	How well do we meet the provision for health and well-being, including spiritual, moral, social and cultural development? <i>How well are the policies to promote good behaviour and prevent exclusions clearly understood by all learners, parents/carers and teachers, and how consistently are they applied?</i>	<i>Effective measures within and beyond the institution are used to reduce barriers.</i> <i>The home-school contract and the disciplinary processes are in place and communicated to learners as part of induction.</i> <i>Monitoring and review of induction, particularly activities to promote safe learning communities is undertaken.</i>	
Are there codes of conduct in place which set out clear expectations of learner conduct, set out the processes for addressing breaches, and are these codes communicated to learners?				
Do activities ensure that all learners understand the importance of equality, diversity and respect for all members of the school?	2.4.1	How well do we evaluate the ethos, equality and diversity of our school? <i>Do we have a well-understood equality scheme that promotes equal opportunities and human rights?</i>	<i>Records demonstrate that learners are confident to raise concerns and that they are addressed.</i> <i>School's learning and teaching and publicity celebrate diversity.</i>	
Do learners have adequate, suitable opportunities to communicate their concerns about their experiences at the school and are these addressed?				
Does the institution celebrate the diversity of its learning community?	3.2.1	How well do we carry out self-evaluation, including listening to learners and		

		others? <i>Do we encourage learners to share their views and raise issues?</i> <i>Do we encourage learners to develop a sense of curiosity through reflection on their own and other people's lives and beliefs, their environment and the human condition?</i>		
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3. Staff in teaching and support roles

Questions relating to the Counter-Terrorism and Security Act 2015	CIF reference	Self-evaluation question from the Common Inspection Framework	Evidence (examples only)	RAG
Staff understanding and engagement				
Are procedures undertaken as part of staff recruitment and induction process to ensure that staff understand and accept the school's core values?	2.3.3	<p>How good are our safeguarding arrangements?</p> <p><i>Do we have effective recruitment, disciplinary and reporting arrangements to ensure suitability of staff and volunteers, and do our arrangements meet legal requirements?</i></p> <p><i>Do our policies and procedures ensure that all staff are trained, that they respond and comply with safeguarding arrangements and promote safe learning practices and a culture of safety?</i></p> <p><i>Do we ensure that senior managers and other relevant staff understand what radicalisation means and why people may be vulnerable to being drawn into violent</i></p>	<i>Recruitment, selection and induction processes place emphasis in the understanding and acceptance of the core values.</i>	
Are these values communicated effectively to existing staff in all categories?			<i>These are re-enforced in induction, CPD, events and communications. The CPD programme includes regular updates on safeguarding, early recognition of learner vulnerability and prompt action to safeguard them.</i>	
Are staff fully informed about policies, understand and undertake their responsibilities?			<i>Records confirm that staff are comfortable to discuss and address issues appropriately. Core values are embedded in learning and teaching and other activities. There is effective use of procedures to embed and if necessary, enforce codes of conduct.</i>	
Does CPD encompass respect and resilience issues and ensure that staff are comfortable with and are committed to addressing issues and challenging extremism?				

<p>Are there disciplinary and grievance procedures in place to address staff failure to conform to the agreed standards of conduct and/or core values?</p>		<p><i>extremism and terrorism?</i></p> <p><i>Are relevant staff aware of what measures are available to prevent learners from being drawn into terrorism and how to challenge the extremist ideology that can be associated with it?</i></p>		
<p>Does the school ensure that staff are aware of behaviours that lead to vulnerability and how concerns are communicated?</p>				
<p>Designated staff</p>				
<p>Are there designated senior persons, who are trained, and understand their responsibilities for addressing these specific safeguarding issues?</p>	<p>2.3.3</p>	<p>How good are our safeguarding arrangements?</p> <p><i>Does our policy set out:</i></p> <ul style="list-style-type: none"> <i>• the named senior member of staff's responsibilities for dealing with child protection and safeguarding issues, and for providing advice/support to other staff</i> <i>• the designated governor's responsibilities for child protection and safeguarding</i> <i>• clear procedures to reflect the current regulations</i> 	<p><i>Trained designated staff have the skills and understanding to fulfil their role/responsibilities and have a high profile in the institution and are supported by the appropriate agencies.</i></p>	

<p>Are designated staff responding to concerns raised by learners and staff, and, where appropriate, communicating these to Safeguarding Children Boards (SCB) including Channel and police as necessary?</p>		<ul style="list-style-type: none">• <i>arrangements for training</i>• <i>referral routes?</i> <p><i>Have we provided appropriate Prevent awareness training to at least one designated person? Is this sufficient in the context of our school?</i></p>		
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4. The curriculum				
Questions relating to the Counter-Terrorism and Security Act 2015	CIF reference	Self-evaluation question from the Common Inspection Framework	Evidence (examples only)	RAG
Curriculum, learning and teaching				
Does the curriculum offer opportunities to explore and challenge issues relating to vulnerability, racial identity, cultural diversity, religious practices and belief to develop critical thinking and resilience?	2.1.1	<p>How well do we meet the needs of learners, employers and the community?</p> <p><i>To what extent does the curriculum allow learners to receive learning experiences that are engaging, challenging and stimulating?</i></p> <p><i>Does the curriculum provide appropriate opportunities for learners to learn about the dangers of radicalisation and extremism?</i></p>	<p><i>The school's curriculum, including religious education (RE) and personal and social education (PSE) develop all learners' resilience and critical thinking to explore and understand diversity issues.</i></p> <p><i>The delivery of the curriculum develops learners' critical thinking, digital literacy, understanding and resilience. Observation and assessment of learning, teaching and support confirms that account is taken</i></p>	
Is a range of appropriate learning, teaching and support strategies employed throughout the school in order to ensure that all learners are enabled to participate in a full range of learning activities?				

<p>Does the content and delivery of the school's curriculum enable learners to take responsibility for their own actions?</p>	<p>2.1.4</p>	<p>How well do we provide education for sustainable development and global citizenship (ESDGC)?</p> <p><i>How well do we ensure that ESDGC occurs in individual subjects across the curriculum as a whole?</i></p> <p><i>Do we enable learners to gain an appropriate level of awareness and understanding about sustainable development, and the knowledge, understanding, skills, attitudes and values necessary to become a global citizen?</i></p>	<p><i>of diversity and enables active participation and a sense of responsibility in learners.</i></p>	
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5. Estates and environment

Questions relating to the Counter-Terrorism and Security Act 2015	CIF reference	Self-evaluation question from the Common Inspection Framework	Evidence (examples only)	RAG
School environment				
Do staff take responsibility for ensuring that the school environment is safe and welcoming, and ensuring that no inappropriate materials and images are on display in the school, online or in the public face of the institution?	2.3.3	<p>How good are our safeguarding arrangements?</p> <p><i>How secure are the school buildings and site?</i></p>	<p><i>Records on the monitoring of materials and standards to maintain a safe learning environment with appropriate material and images displayed.</i></p>	
Are arrangements in place for the capture, storage, access and transmission of images that are acceptable to the full range of learners?	2.4.2	<p>How well do we ensure that the physical environment is appropriate for learners' needs?</p> <p><i>Does the accommodation provide a stimulating and well-maintained learning environment to support learning and teaching?</i></p>	<p><i>Monitoring of the school site to ensure safety of learners, staff and others including a thorough risk assessment of the site.</i></p> <p><i>A protocol for monitoring is in place to safeguard learners, staff and the school's reputation by avoiding the display of any inappropriate materials and images.</i></p> <p><i>CPD and monitoring ensures</i></p>	

<p>Do the school's facilities and services, including catering and cleaning, take account of the needs and expectations of the full range of learners?</p>			<p><i>that staff understand and undertake their safeguarding responsibilities and are equipped to respond to changing threats.</i></p> <p><i>Learners' needs for space for prayer and contemplation are met. Space meets learners' needs and best practice in inclusion and diversity.</i></p> <p><i>CPD and regular updates ensure that staff understand and fulfil their safeguarding responsibilities.</i></p>	
<p>Is the school able to respond to requests for space for prayer and contemplation? If such a space is provided, does its layout, access and use conform to an agreed protocol? Does this include ensuring that the text of any notices or other printed materials are in English and Welsh and are a direct translation of any other language used?</p>				
<p>Are estate staff fully aware and committed to ensuring learner safety and welfare in open areas and social spaces?</p>				

Do policies and process to safeguard learners extend to any residential accommodation and visits?				
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6. The community and partners

Questions relating to the Counter-Terrorism and Security Act 2015	CIF reference	Self-evaluation question from the Common Inspection Framework	Evidence (examples only)	RAG
Community engagement				
<p>Is a strategy in place to enable key staff to maintain a professional relationship with the school's community and outside agencies including police, Prevent and Challenge, particularly those who represent different ethnic, faith, minority and vulnerable groups?</p>	<p>3.3.1</p>	<p>How strategically do we work with our partners to improve learners' standards and well-being?</p> <p><i>Do we work in a joined-up way with other providers and agencies to improve the standards and well-being of individual learners? Do we know who to obtain support from for learners who may be being exposed to radicalising influences?</i></p> <p><i>Are we clear about our role and responsibilities within our partnerships?</i></p> <p><i>Do we ensure that there is good liaison, trust and clear communication between our schools and our partners?</i></p>	<p><i>Responsibilities are assigned and monitored to maintain an active membership and professional relationship with the community and agencies.</i></p>	

<p>Do these extend to a wide range of community and partners effectively?</p>		<p><i>Do we engage with families and the broader community, including businesses, external agencies and the voluntary sector, to benefit our learners?</i></p>		
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7. Policies and procedures				
Questions relating to the Counter-Terrorism and Security Act 2015	CIF reference	Self-evaluation question from the Common Inspection Framework	Evidence (examples only)	RAG
Policies and procedures				
Are all the school's policies consistent with the Counter-Terrorism and Security Act 2015, the school's core values and the duties outlined in Keeping learners safe?	2.3.1	How well do we meet the provision for health and well-being, including spiritual, moral, social and cultural development? <i>Does our safeguarding policy take account of the duty to protect children and young people from radicalisation and extremism?</i> <i>Do we have suitable arrangements to report health and safety issues? Do we have effective arrangements for dealing with discrimination, harassment and bullying?</i> <i>Does our anti-bullying policy include how we prevent and eliminate sexism, racism and homophobia?</i>	<i>Processes are in place and there is a regular review of the school's safeguarding policies and procedures. The processes monitor their impact on creating a safe learning community in the school.</i>	
Does the school have clear and visible policies for managing whistle-blowing and complaints?				
Do safeguarding policies and processes record and address any safeguarding problems, particularly any relating to hate crime/harassment?				
Are there procedures for the resolution of conflict?				

<p>Is there a lettings policy, and processes in place to ensure that staff managing lettings understand how to minimise potential risks and know where to seek advice?</p>	<p>3.1.1</p>	<p>How good is our strategic direction and what is the impact of our leadership?</p> <p><i>Do we have clear aims, strategic objectives, plans and policies that are focused on meeting learners' needs?</i></p> <p><i>Are their clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised?</i></p>	<p><i>This includes all policies and processes on safeguarding, e-safety, resolution of problems and conflict, managing lettings, visiting speakers and a robust process to seek advice, guidance and prompt action from appropriate bodies or agencies.</i></p>	
<p>Is there a policy and process in place covering visiting speakers and guidance about sharing information on speakers and referring details to appropriate agencies in cases of uncertainty regarding suitability?</p>			<p><i>Evidence that if segregation occurs that this is on secure educational grounds.</i></p>	
<p>Do policies make it clear that no-one can enforce gender segregation other than in religious worship?</p>				
<p>Are policies, procedures and monitoring processes in place to secure IT safety within the school, including appropriate use of filters and undertaking research?</p>				

8. Managing risks and reporting incidents

Questions relating to the Counter-Terrorism and Security Act 2015	CIF reference	Self-evaluation question from the Common Inspection Framework	Evidence (examples only)	RAG
Managing risks and reporting incident				
How does the institution assess its risks under the Counter-Terrorism and Security Act 2015, monitor and manage the risks to maintain a safe learning community?	3.1.1	<p>How good is our strategic direction and what is the impact of our leadership?</p> <p><i>Have we assessed the potential risk of radicalisation and extremism in our local community? Is the risk assessment available and is it being implemented?</i></p> <p><i>Are we clear about local and especially national priorities and do we have a consistent and systematic view and strategy about how we will respond to them?</i></p> <p><i>Do we respond to the educational challenges of the local area by working with other schools, agencies and the local authority?</i></p>	<p><i>A risk assessment process manages the risks and informs decision making at SMT level.</i></p> <p><i>Processes are effective in ensuring that current risks to the school are understood by leaders and staff.</i></p>	
How well does the school understand the factors that cause grievances and disaffection in learners and what to do to address them?			<p><i>Policies and processes manage the risks and respond to any incident, notifying the local authority and agencies such as police, as appropriate.</i></p>	
How far do the school's policies help to build resilience and resistance to extremist views and influences?			<p><i>Processes make judgements about staff and learners' resilience and critical thinking and address any issues arising at SMT level.</i></p>	
Does the school have contingency plans in place to address serious incidents whose likelihood is low but potential damage is great?			<p><i>Emergency plans are supported by specialist agencies and are regularly</i></p>	

<p>Does the school have processes in place to ensure a timely and proportionate response to relatively minor incidents, which could escalate into serious challenges if not addressed effectively?</p>	<p>2.4.1</p>	<p>How do we evaluate the ethos, equality and diversity of our school?</p>	<p><i>reviewed and updated to respond to incidents.</i></p>	
<p>Does the school have a list of key contacts to whom to turn for specialist advice and have multi-agency procedures in place?</p>	<p>2.3.3</p>	<p>How good are our safeguarding arrangements?</p>	<p><i>There is a review of responses to incidents that identifies and addresses any shortcomings at SMT level supported by an active and regular involvement with sources of specialist advice and support to review procedures.</i></p>	
<p>Does the school have an up-to-date emergency plan which includes post-event actions to ensure appropriate processes for supporting learners and staff are incorporated?</p>		<p><i>Do we take account of and value the diversity of learners' backgrounds and act appropriately on this information?</i></p>		
<p>Does the school understand Estyn's monitoring role and those of other inspection/monitoring bodies and is the school able to meet their requirements?</p>		<p><i>Are our arrangements for safeguarding children appropriate and do we comply with best practice?</i></p> <p><i>Do we work effectively with the local Prevent coordinator, the local police and local authority?</i></p>		