Creating safe learning communities
Self-assessment Tool – August 2015

The self-assessment tool have been adjusted to align it with the new Counter Terrorism and Security Act 2015, Estyn's FE Common Inspection Framework and the duties and responsibilities that Further Education are required to meet. This includes actions to address guest speakers, events on campuses, risk assessment and safeguarding all learners within institutions. This document focuses on FE and their learners but the responsibilities of safeguarding will extend to guidance, which will be developed for WBL.

The purpose of this tool, which should be used with the Safe Learning Communities Guidance Document (attached), is to enable FE institutions in Wales to assess their levels of compliance with both the Counter-Terrorism and Security Act 2015 and best practice in the creation of a 'Safe Learning Community'. Institutions can use this as a checklist of their readiness in individual areas of responsibility and in their overall institutional 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 institutions and their governing bodies prioritise their safeguarding plans to comply with the essential parts of the Act to create a 'Safe Learning Community'.

How does your institution match up?

When responding to each of the questions, you should indicate your institution's level of compliance with best practice in the creation of a safe learning community, according 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.

NOTE:
Following the pilot phase it was agreed that the self assessment would be conducted as a separate exercise outside the main college SAR process.
- **Please note** that the UK Government's definition of extremism is "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

1. The Institution and its Leadership

Question	CIF Reference	Evidence *examples only*	RAG
Institutional Commitment			
Are leaders *(governors, boards, principals and managers)* aware of the importance of creating and maintaining Safe Learning Communities and managing the risks to both the institution and its learners as an important aspect of managing the college?	2.4.1	*The key evidence of institutional commitment is in the actions taken by the governing body and college leaders 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.*	
Are the key responsibilities for safeguarding and risk assessment allocated to a Designated Safeguarding Person, who has the Prevent role and to suitably trained governors, managers and staff?			
Does the institution with its partners and sub-contractors perceive and present itself as a community, with a duty to build and maintain close, respectful and supportive links with its members?		*Behind this is the supporting processes, paperwork and management of risk that includes agendas, minutes, job descriptions, CPD, learner contracts, induction, training, risk assessment, monitoring, support and disciplinary processes*	
Does the institution challenge any behaviour which harms the ability of individuals and groups to work together safely?			
Values			
Are college values consistent with British values of democracy; rule of law; individual liberty and mutual respect and tolerance for those with different faiths and beliefs?	2.4.1	*The impact of the college ethos, and values on the attitudes and actions of all staff, who demonstrate the confidence, ownership and commitment to the policies that support the British values.*	
Are they effectively communicated to and owned by all members of the institution's community, including learners, teachers, support staff, leaders and corporation members? Does this extend to partners and sub-contractors?		*This commitment extends to partners and sub-contractors.*	
Are key policies, procedures and risk assessment consistent with these values and meet the requirements of the Counter-Terrorism and Security Act 2015?		*Processes will enable SMT to manage risk, monitor policy implementation and its impact on behaviours with an emphasis on support for vulnerable learners.*	
Are the culture and procedures conducive to sharing information and concerns including those relating to vulnerability, changes in behaviours and radicalisation?			

Leadership			
Do the institution's leaders show a clear and consistent commitment to the institution's values?	3.1.1 3.1.2 2.3.1	*The actions and behaviours of leaders and the corporation illustrate the institution's values and set out their expectations with a clear emphasis on safeguarding.*	
Do leaders ensure that learners and student bodies are encouraged to play a full part in the whole college and campuses community, sharing care and responsibility for others and are they consulted about the implementation of the institution's duties under the Act?			
Do leaders ensure policies and processes are in place and are used to safeguard staff, particularly those conducting research on 'terrorism and counter terrorism'?		*There will be evidence of the expectations and monitoring of performance in papers including SMT and Corporation agendas, minutes and communications.*	
Are any risks or safeguarding problems, particularly those relating to hate crime / harassment reported promptly to the college SMT and to the relevant agencies? Are actions reported to and are reviewed by the Corporation?		*Evidence of learners' involvement, learner voice, PSE / pastoral support and its impact. This extends across multi-campuses in large colleges.*	
Does the corporation set out its expectations and monitor performance in relation to Safe Learning Communities?			

2. Learners

Question	CIF Reference	Evidence *examples only*	RAG
Safeguarding			
Is safeguarding learners at the heart of the Learner Experience strategy within an institutional culture of ensuring safety for all members of the learning community?	1.2.1 1.2.4 2.3.3	*Teaching and learning develops understanding of internet safety, critical thinking skills and learners' resilience.*	
Do policies and guidelines relating to safeguarding include references to the dangers of radicalisation that could lead to violent extremism?		*Policies and guidelines are comprehensive in their coverage of the potential threats to learners including radicalisation.*	
Learner Support Services			
Does the institution have processes to identify vulnerable learners, including looked after children, before and during their period of enrolment at the college?	2.3.4	*Application and admission processes assess learners' vulnerability and respond.*	
Does the institution provide appropriate care and		*Care and support is assigned to*	

Question	CIF Reference	Evidence *examples only*	RAG
support and ensure advocacy for vulnerable learners?		*vulnerable learners, recorded and reviewed. Processes assign advocates to vulnerable learners.*	
Are the institution's support mechanisms effective in enabling all learners to maximise the benefit of learning at college?		*Evidence that learners feel comfortable discussing and reporting concerns and thus develop resilience.*	
Learner engagement			
Do recruitment procedures ensure that barriers to entry to learning programmes are minimised?	2.3.1 2.3.2 2.3.3 2.4.1 3.2.1	*Effective measures within and beyond the institution are used to reduce barriers.*	
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?		*The learner contract and the disciplinary processes are in place and communicated to learners as part of induction.*	
Do induction procedures and activities ensure that all learners understand the importance of equality, diversity and respect for all members of the learning community?		*Monitoring and review of induction, particularly activities to promote safe learning communities is undertaken.*	
Do learners have adequate, suitable opportunities to communicate their concerns about their experiences at the institution and are these addressed?		*Records demonstrate that learners are confident to raise concerns and that they are addressed.*	
Does the institution celebrate the diversity of its learning community?		*Institution's teaching and learning and publicity celebrate diversity.*	

3. Staff in teaching and support roles

Question	CIF Reference	Evidence *examples only*	RAG
Staff understanding and engagement			
Are procedures undertaken as part of staff recruitment process to ensure that staff understand and accept core institution values[1]?	2.4.1 3.4.1 2.1.1 2.1.2	*Recruitment, selection and induction processes place emphasis on the understanding and acceptance of the core values.*	
Are these values communicated effectively to existing staff in all categories?		*These are re-enforced in induction, CPD, events and communications. The CPD programme includes regular updates on Safe Learning*	
Are staff fully informed about policies, understand and undertake their responsibilities?			

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[1] As defined in British values of 'democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs' – Prevent Duty Guidance in England and Wales 2015

Question	CIF Reference	Evidence *examples only*	RAG
Does Continuing Professional Development encompass Safe Learning Communities issues and ensure that staff are comfortable with and are committed to addressing issues and challenging extremism?		*Communities, early recognition of learner vulnerability and prompt action to safeguard them.*	
Are there disciplinary and grievance procedures in place to address staff failure to conform to the agreed standards of conduct and / or core values?		*Records confirm that staff are comfortable to discuss and address issues appropriately.*	
Does the institution ensure that staff are aware of behaviours that lead to vulnerability and how concerns are communicated?		*Core values are embedded in teaching and learning and other college activities. There is effective use of procedures to embed and if necessary, enforce codes of conduct.*	

Designated staff			
Are there designated staff, who are trained for, and understand their responsibilities for addressing Safe Learning Communities issues?	2.3.3 3.1.1	*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.*	
Are designated staff responding to concerns raised by learners and staff, and, where appropriate, communicating these to outside agencies including Channel and police as necessary?			

4. The Curriculum

Question	**CIF Reference**	**Evidence** *examples only*	**RAG**
Curriculum, Learning and teaching			
Is there a wide-ranging curriculum which offers 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 2.1.2 2.2.1 2.2.2 2.3.1	*The institution's curriculum, including PSE and the WB, develops all learners' resilience and critical thinking to explore and understand diversity issues. This is supported by a good resource base (including those from ETF)*	
Is a range of appropriate teaching, learning and support strategies employed throughout the college in order to ensure that learners from disadvantaged groups are enabled wherever possible to participate in a full range of learning activities?		*The delivery of the curriculum develops learners' critical thinking, digital literacy, understanding and resilience.*	
Does the content and delivery of the institution's curriculum enable learners to take responsibility for their own actions?		*Observation and assessment of teaching, learning and support confirms that account is taken of diversity and enables active participation and a sense of responsibility in learners.*	

5. Estates and environment

Question	CIF Reference	Evidence *examples only*	RAG
College environment			
Do staff take responsibility for ensuring that the college environment is safe and welcoming, and ensuring that no inappropriate materials and images are on display in the institution, online or in the public face of the institution?	2.4.1 2.4.2 3.4.1	*Records on the monitoring of material and standards to maintain a safe learning environment with appropriate material and images displayed.*	
Are arrangements in place for the capture, storage, access and transmission of images that are acceptable to the full range of learners?		*A protocol for monitoring is in place to safeguard learners, staff and the institution's reputation by avoiding the display of any inappropriate materials and images.*	
Do the institution's facilities and services, including catering and cleaning, take account of the needs and expectations of the full range of learners?		*CPD and monitoring ensures that staff understand and undertake their safeguarding responsibilities and are equipped to respond to changing threats.*	
Is the institution 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?		*Learners' needs for space for prayer and contemplation are met. Space meets learners' needs and best practice in inclusion and diversity.*	
Are estates and security staff fully aware and committed to ensuring learner safety and welfare, especially in common areas and social spaces?		*CPD and regular updates ensure that staff understand and fulfil their safeguarding responsibilities.*	
Do policies and process to safeguard learners extend to any residential accommodation and visits?			

6. The Community and Partners

Question	CIF Reference	Evidence *examples only*	RAG
Community Engagement			
Is a strategy in place to enable key staff to maintain a professional relationship with the institution's community and outside agencies including police, Prevent and Challenge, particularly those who represent different ethnic, faith, minority and vulnerable groups?	3.3.1 3.3.2 3.4.1	*Responsibilities are assigned and monitored to maintain an active membership and professional relationship with the community and agencies.*	
Do these extend to sub-contractors and partners effectively?	3.3.1 3.3.2		

	3.4.1		

7. Policies and Procedures

Question	CIF Reference	Evidence *examples only*	RAG
Policies and Procedures			
Are all institution's policies consistent with The Counter-Terrorism and Security Act 2015, institution's British values and a Safe Learning Community?	2.4.1 2.3.3 2.3.1 3.2.1 3.2.2 3.4.1	*Processes are in place and do regularly review institution's safeguarding policies and procedures. The processes monitor their impact on creating a safe learning community in the institution.*	
Does the institution 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?		*This includes all policies and processes on safeguarding, 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.*	
Are there procedures for the resolution of conflict?			
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?			
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?			
Do policies make it clear that no-one can enforce gender segregation other than in religious worship?			
Are policies, procedures and monitoring processes in place to secure IT safety within the organisation, including appropriate use of filters?			

8. Managing risks and reporting incidents

Question	CIF Reference	Evidence *examples only*	RAG
Managing risks and reporting incident			
How does the institution assess its risks under the Counter-Terrorism and Security 2015, monitor and manage the risks to maintain a Safe Learning Community?	2.3.3 2.3.4 2.4.1 2.4.2	*A risk assessment process manages the risks and informs decision making at SMT level* *Processes are effective in ensuring that current risks to*	
How well does the institution understand the factors			

that cause grievances and disaffection in learners and what to do to address them?		*the institution are understood by leaders and staff.*
How far do the institution's policies help to build resilience and resistance to extremist views and influences?		*Policies and processes manage the risks and respond to any incident, notifying agencies such as police, WG, BIS as appropriate.*
Does the institution have contingency plans in place to address serious incidents whose likelihood is low but potential damage is great?		*Processes make judgements about staff and learners resilience and critical thinking and address any issues arising at SMT level*
Does the college 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?		
Does the college have a list of key contacts to whom to turn for specialist advice and have multi-agency procedures in place?		*Emergency plans are supported by specialist agencies and are regularly reviewed, tested and updated to respond to incidents.*
Does the college have an up-to-date emergency plan which includes post-event actions to ensure appropriate processes for supporting learners and staff are incorporated?		*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.*
Does the college understand Estyn's monitoring role outlined in their guidance (2015) and those of other inspection/monitoring functions (including Ofsted) and is the institution able to meet their requirements?		