



Moorgate Nursery School and Munchkins Childcare E-safety Policy

Use of Cameras, iPads and Images

Use of Mobile Phones

Use of The Internet

Aims

- To safeguard children by promoting appropriate and acceptable use of ICT.
- To outline the roles and responsibilities of all individuals who have access to work related ICT
- To ensure children, families and staff who use ICT are aware of the risk and have a clear understanding of what constitutes misuse and the sanctions that may be applied
- To outline safe and effective practice in the use of the internet. It provides advice on acceptable use and effective measures to enable children, families and staff to use ICT resources in a safer online environment.

With reference to the "Statutory Framework for the Early Years Foundation Stage
Setting the standards for learning, development and care for children from birth to five"

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Introduction

This guidance in this policy relates to all members of Moorgate Nursery School and Munchkins Childcare.

Quite often, the risks in safety are not fundamentally related to a piece of technology, but rather the way in which it is used within a particular environment. What may be acceptable use at home is not necessarily acceptable within an Early Years setting. To protect all users from potential and known risks, it is important to follow a clear set of procedures and, if necessary, sanctions which are realistic, achievable, agreed and respected by everyone involved in the individual setting. The rationale behind any procedures or restrictions should be explained as a means of empowering users to stay safe rather something imposed to make life difficult!

Overall legal responsibility for ensuring safe use of technology lies with the individual or organisation registered with Ofsted to provide child care in the setting and must be reviewed on a regular basis as new technologies become available. However, safeguarding must equally be everybody's concern.

In this policy :

- The term '*Head*' refers to the individual or organisation that is registered with Ofsted to provide child care or the designated manager of the setting.
- The term '*parent*' includes all adults with parental responsibility for a child

This guidance document is divided into 3 sections:

- *Use of Cameras, iPads and Images*
- *Use of Mobile Phones*
- *Use of the Internet*

1. Use of Cameras, iPads and Images

Under the Data Protection Act (1998) photographs and videos of adults and children are regarded as personal data and must be respected as such.

Safe practice must be communicated to adults within the setting, but also if children are encouraged to use cameras etc, you must consider how you will 'teach' them to respect individual's rights.

Consent and Purpose :

- A written consent form is kept from all parents for photographs of their children to be taken or used during their time at the nursery and for those children who attend groups at the centre regularly.
- Written consent is kept from adults employed in the nursery for their photographs to be taken or used.
- Consent for both of the above includes the use of external photographers or involvement of 3rd parties.
- The consent includes permission to store / use images/videos once a child has left the setting eg. for brochures, displays for up to 5 years.
- Permission is obtained when the child first starts attending the setting and it is the parents responsibility to update us if they require the information/ consent to change.
- Parents are informed through the forms of the purposes for which images may be taken and used eg. displays, website, brochures, learning journeys and portfolios, press / other external media/ training.
- Information regarding children / other adults whose photographs must not be taken is disseminated to staff through a sheet signed by staff in children's

information file in the office which our School bursar disseminates to staff once a term when children start either nursery or Munchkins.

Taking Photographs / Video

- The use of personal equipment such as cameras or mobile phones, are not allowed within the settings. Photographs/videos are only taken using equipment provided by the setting.
- When taking photographs/ video:
 - The rights of an individual to refuse to be photographed respected at all times.
 - The photographs do not show children who are distressed, injured or in context that could be embarrassing or misinterpreted.
 - Staff try to ensure that certain children are not continually favoured when taking images.
 - Staff are to ensure that all subjects are appropriately dressed and not participating in activities that could be misinterpreted.
 - The use of digital equipment is forbidden in areas classed as 'off limits' these areas are; all toilets and changing areas. Signs are displayed in these areas to remind staff.
 -

Additional guidance for staff

Staff should:

- keep all logins and passwords strictly private and always log off correctly after using any computer in school, including laptops and ipads
- report immediately any inappropriate or malicious web pages accessed or emails received to the Head Teacher

Parents Taking Photographs / Videos

- Under the Data Protection Act (1998), parents are entitled to take photographs of *their own* children on the provision that the images are for *their own* use, eg. at a school production. Any other purpose is a potential breach of Data

Protection legislation. Parents are informed this during induction and through consent forms.

- The consent form to parents informs them that they should only take photographs of their own children and that they need permission to include any other children / adults. It also states, that publishing images which include children other than their own or other adults on Social Network sites is not acceptable, unless specific permission has been obtained from the subjects.

Storage of Photographs / Video

- Staff must save all images to the media file within the setting. Images must only be taken off site in unavoidable circumstances and staff are requested be mindful of keeping these images safely stored if/ when off site.
- Staff in the nursery school should avoid saving images onto USB memory sticks
- Parents do not have access to photographs / videos stored on our equipment
- If a parent withdrew permission , senior admin would dispose of all images of the child which the nursery or children's centre held.
- If staff wish to loan ICT equipment (consenting to this policy) they should fill in a Loan Agreement Form, stating that they understand the rules and limitations to using the equipment for work purposes outside of school. The file for these forms is located within the school office. See Appendix. 5.

Publication of Photographs / Videos

- Consent is obtained from parents for publication of children's images/videos, eg. on a website/for training.
- Photographs are only published online to secure sites.
- When publishing photographs all staff should consider the following; care should be taken over the choice of images to ensure that individual children / adults cannot be identified or their image made available for downloading or misuse, eg. through the use of low definition images that will not magnify effectively.
- When publishing images all staff must ensure,

- Full names and personal details are not be used on any digital media, particularly in association with photographs
- They know and understand the risks associated with publishing images, particularly in relation to use of personal Social Network sites. If staff are unsure they should consult a senior member of staff.

The Media, 3rd Parties and Copyright

- Any 3rd Party taking images must be supervised at all times whilst in the setting and ensure they understand and are able to comply with the Data Protection requirements in terms of taking, storage and transfer of images.
- If staff are uploading images to a 3rd party website, eg. for printing or creating calendars, cards etc ensure you have read the terms and conditions of the web site. Staff must ensure they do not grant the site's host licence to modify copy or redistribute images without further consent. The site may also be advertised for 'personal use' only - therefore using for business purposes would be a breach of the terms and conditions.

2. Use of Mobile Phones

Mobile phone technology becomes increasingly more complex, with many devices including access to a range of enhanced services and content beyond the traditional call making and texting. The use of mobile phones during the working day within the setting could cause distraction or be considered intrusive in certain situations.

All staff, visitors and parents should be made aware of the rules within this policy

- Personal mobile phones must not be used within the child's environment, indoors or outdoors whilst children are on site.
- Personal mobile phones are allowed during lunch, break times and before or after the children arrive.
- Staff are expected to leave their personal mobile phones on silent in their bags in the staff room, the office or in a locker when they are working with children.
- Staff or visitors should be contacted through the main offices at the nursery school and/ or children's centre in the event of an emergency or on their work mobile phone.
- Video, digital images or audio must not be recorded on staff's personal mobile phone without specific authorisation from the manager of the setting.
- Staff have access to a work mobile phone and camera whilst outside the main buildings or on trips.
- On arrival to the building visitors are made aware of the rules for acceptable use of mobile phones and signs are clearly displayed on entry to the environments.
- Staff should ensure they are vigilant in monitoring visitors for any covert use of mobile phones / cameras. Staff have a responsibility to stop this behaviour from continuing as soon as it is observed.
- Staff should always report immediately any suspicious use of mobile phones and / or cameras/smart watches to a senior member of staff and the designated senior officer. This should be done within 24 hours of suspicions.

3. Use of the Internet

The use of the internet is encouraged within the setting to support children's learning and development. Staff also use the wealth of information on the internet to , amongst other things support planning and help make resources. The internet is widely used within the settings.

- Access to the Internet via a secure wi fi or broadband system is secured through Lancashire County Council.
- All devices, used within the setting, have up to date anti virus protection and appropriate filtering if to be used by children. This is maintained through the service level agreement with Lightspeed systems
- All ipads and mini ipads have passwords , as so only authorised people can download apps.
- All users have specific logins to specific devices within the setting. Devices 'time out' after 3 minutes if not used. All staff must ensure they log out when leaving a device.
- Staff must create safe passwords and change these every three months. Staff should must ensure passwords are kept private and NOT shared with other adults.
- Certain resources or sites eg. shopping, Social Networking are not allowed to access on equipment owned by the setting unless related to staffs role in the setting . IE ordering resources for the children, accessing the Nursery school/Munchkins Facebook site. Staff are informed of this during induction and through this policy.
- Staff are forbidden at all times to access inappropriate or illegal materials. If any member of staff are concerned that this may be happening on the premises or by any other member of staff at work or at home they must report it to the designated senior person for child protection as soon as they have concerns or within 24 hours.

- All staff have a dedicated, secure email address for all work related communication. Any communications made on behalf of the setting should be polite, respectful and not open to misinterpretation.
- Websites are updated regularly, senior staff and administrative staff are responsible for the content.
- All staff should ensure they are familiar with and abide by the 'Guidance for safer working practice for adults who work with children and young people' guidelines with particular reference to advise regarding communicating with children, young people or parents via online technologies. This may also include adding children, young people or parents as 'friends' on Social Networking Sites.
- <http://webarchive.nationalarchives.gov.uk/20100202100434/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311/>)
- Staff are not discouraged from personal use of Social Networking sites on their own computers, outside the work environment. But must always consider the potential risks, for example in posting images of children or making comments that may breach confidentiality or be regarded as offensive. Practitioners should ensure that their use of such resources is professional and does not bring the setting into disrepute.

Appropriate formal procedures may have to be taken if staff disrespect this policy.

Signed.....Date.....

Review date : January 2020

Appendices

Appendix 1. Example of Staff Agreement

Under section 3 of the EYFS framework (2012), all settings must have a Policy in place that covers the use of mobile phones and cameras. This Policy explains the procedures we have decided upon to safeguard children and staff at *<insert name of setting>*.

I have read the eSafety Policy for *<insert name of setting>* and agree to abide by its contents. I understand that failure to do so may result in disciplinary action being taken against me.

Name	Signature	Date	Name	Signature	Date

Appendix 2. Example of Staff Image Consent Form

As a member of staff at Moorgate Nursery School and Munchkins Childcare we may wish to take your photograph or include you in video footage that highlights your work in the setting or your involvement with specific children eg. in individual profiles. These images may appear in children's profiles and / or our publications both printed and online or used for training purposes.

To comply with the Data Protection Act (1998), we need your consent to take and use such photographs or videos. Please read the 'Conditions of use' then circle your response to the questions below.

Please sign, date and return the completed form to *<insert name>*, even if you have chosen not to give your consent.

1. May we use your image in children's profiles?..... Yes / No
2. May we use your image in printed publications or displays within the setting?..... Yes / No
3. May we use your image in printed publications or displays outside the setting?Yes / No
4. May we use your image on our website / other online publication/Training?..... Yes / No
5. May we include personal information ie. your full name and job title to accompany photographs / videos.....Yes / No

I have read and understood the conditions of use.

I understand that pictures and details published online are potentially accessible by anyone in the world with internet access.

Name:

Signature:

Date:

Conditions of use

1. This form is valid for your term of employment.
2. Images will only be used for purposes where consent has been given.
3. Consent can be withdrawn at any time in writing to the Head or Chair of Governors.
4. Publication of photographs will cease and electronic copies will be deleted should you leave the setting unless we ask permission to keep good examples for future; e.g: for training..
5. Personal information will only consist of full name and job title. This will be accurate and kept up to date.

Appendix 3: Example of image and Internet consent forms given to parents

Permission for Internet usage

I DO/DO NOT (please delete) give permission for my child to use the Internet at Moorgate Nursery School as laid down in their 'Policy on the Responsible Use of the Internet'.

Child's name.....

Parent's/guardian's signature.....

Date.....

(For full details of our Internet Policy please see your Parents Handbook or our website www.moorgate.lancs.sch.uk)

Permission for Photographs

In order to do projects such as our school calendar, we need to seek your permission for your child to be photographed, as these photos will be leaving nursery. This permission will also extend to photos taken by the local press and the use of photographs on our website and social media pages. This permission will also cover us for the internal photos and videos, which we take and display within nursery. This consent includes permission to store/use images/videos once a child has left the setting eg for brochures, displays for up to 5 years.

DO/DO NOT (please delete) give permission for my child to be photographed/filmed, for use within nursery.

I DO/DO NOT (please delete) give permission for my child to be photographed for use outside nursery.

I DO/DO NOT (please delete) give permission for my child to be named on external photographs.

I DO/DO NOT (please delete) give permission for my child's photographs to be taken home as and when required by staff of Moorgate Nursery School to enable them to work on my child's Learning Journal.

Child's Name.....

Parent's/guardian's signature.....

Date.....

Appendix 4. Example Consent Form for Group Activity eg. School Production or Special Event

Dear Parent/ Carer,

Your child will be appearing in our *<production / event name>* on *<insert date/s>*. We are aware that these events are special for children and their relatives / friends and often form treasured memories.

We have a rigorous policy in place with regard to taking, using and publishing images of children and you have already signed a consent form stating whether you agree to your child's images / video being used in general circumstances.

Many parents / carers like to record their children appearing in such productions, but there is a strong possibility that other children may be included in the photographs or videos. In these circumstances, we request specific consent for photographs / videos to be taken by a third party (i.e. other parents). We need to have permission from all parents / carers of children involved in the production to ensure that they are happy for group images / videos to be taken and I would be grateful if you could complete the slip at the bottom of this letter and return to *<insert name>* as soon as possible.

We would also request that images / videos including other children or adults are not posted online, especially on Social Media sites eg. Facebook, without the specific permission of the individuals included in the footage. Please also be aware that parents are only permitted to take photographs / videos for their own personal use.

Should any parents / carers not consent, we will consider other options, eg. by arranging specific photo opportunities after the production.

These decisions are not taken lightly, but we have to consider the safeguarding of all our children and respect parents' rights to privacy.

Yours sincerely,

Child's name: _____ Date: _____

I agree / do not agree to photographs / videos being taken by third parties at the
<insert event> on <Insert date /s.

Signed _____ (Parent / Carer)

Print name _____

Appendix 5: Example of Loan Agreement Form - 'Loan Agreement File' located in School Office.



This loan agreement exists between the governors of Moorgate Nursery School and the person who has signed the loan agreement.

<u>Equipment / Item</u> <u>Date to be returned:</u>	
<u>Name of person requesting loan</u> BLOCK CAPITALS	
<u>Address:</u>	
I understand that the property I am borrowing remains in the ownership of Moorgate Nursery School. I agree to take all reasonable care of the property and return it by the date specified above. I understand that if the property is lost or damaged I may be charged for its replacement.	
Signed:	Date:
Loan authorised by :	Date:
Signed:	

The Prevent duty

**Departmental advice for schools and
childcare providers**

June 2015 ²

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Summary

About this departmental advice

This is departmental advice from the Department for Education. This advice is non-statutory, and has been produced to help recipients understand the implications of the Prevent duty. 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.

Expiry or review date

This advice will next be reviewed before September 2016.

Who is this advice for?

This advice is for:

- Governing bodies, school leaders and school staff in maintained schools (including nursery schools), non-maintained special schools, proprietors of independent schools (including academies and free schools), alternative provision academies and 16-19 academies
- Management committees and staff in pupil referral units
- Proprietors and managers and staff in registered childcare settings

It will be of particular interest to safeguarding leads.

Main points

The main points of this advice are to:

- explain what the Prevent duty means for schools and childcare providers;
- make clear what schools and childcare providers should do to demonstrate compliance with the duty; and
- inform schools and childcare providers about other sources of information, advice and support.

Introduction

From 1 July 2015 all schools must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers. ¹, registered early years childcare providers² and registered later years childcare providers³ (referred to in this advice as ‘childcare providers’) are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies

¹ Including early years and later years childcare provision in schools that is exempt from registration under the Childcare Act 2006.

² Those registered under Chapter 2 or 2A of Part 3 of the Childcare Act 2006, including childminders.

³ Those registered under Chapter 3 or 3A of Part 3 of the Childcare Act 2006, including childminders.

⁴ “Radicalisation” refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation⁴ and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

The Prevent duty: what it means for schools and childcare providers

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremists views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

⁵ "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. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

The Prevent duty is entirely consistent with schools' and childcare providers' existing responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. The associated handbooks for inspectors set out the expectations for different settings. The common inspection framework and handbooks are available on GOV.UK.

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes.

Risk assessment

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a

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specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children and Keeping children safe in education.

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available.

An online general awareness training module on Channel is available. The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

Working in partnership

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators. We are working to build capacity within the system to deliver training.

Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We recognise that it can be more difficult for many childcare providers, such as childminders, to attend training and we are considering other ways in which they can increase their awareness and be able to demonstrate that. This advice is one way of raising childcare providers' awareness. 8

IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website.

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Building children's resilience to radicalisation

As explained above, schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Advice on promoting fundamental British values in schools is available.

Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. A number of resources are available to support schools in this work.

These include products aimed at giving teachers the confidence to manage debates about contentious issues and to help them develop their pupils' critical thinking skills. Local authorities and the local police may be able to advise on the resources which are available. In some cases these resources may be charged for, particularly where they are 9 . 10

What to do if you have a concern

As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed. 11

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