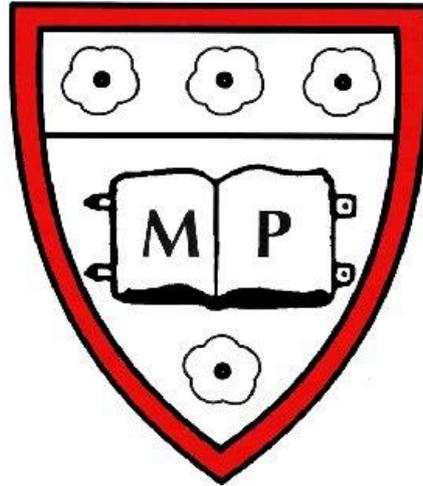


Malpas Park Primary School



“Making a difference together”

Policy for Safeguarding and Child Protection

September 2019

“At Malpas Park Primary School we provide an inspirational learning environment where all pupils feel **safe** and are cared for. We work together to ensure that all pupils are supported in reaching their true potential as individuals who are resilient, capable and ambitious.
We expect our pupils to show care and **respect** for themselves, others and the environment; our pupils are fully prepared (**ready**) to make a positive contribution in our ever-changing world. We strive for independent learners who can communicate effectively and are critical thinkers.
We pride ourselves on making a difference together. We believe all our pupils require the opportunity to be creative, to be healthy and to develop transferable skills that enable the capacity for lifelong learning and we will deliver the best possible support in securing this.’

Introduction

1.1

Malpas Park Primary School fully recognises the contribution it makes to safeguarding children.

There are three main elements to our policy:-

- Prevention through the teaching and pastoral support offered to pupils
- Procedures for identifying and reporting cases, or suspected cases of abuse - due to our day to day contact with children all school staff are well placed to observe the outward signs of abuse
- Support to those pupils who may have been abused

This policy applies to all staff and volunteers working at Malpas Park Primary School and its governors. It is recognised that all staff that come into contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the safeguarding process and it is essential that all staff are aware of and implement the school's procedures as noted in this policy.

Prevention

2.1

Malpas Park Primary School recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult all help to safeguard children at our school.

The school will therefore:-

- Establish and maintain an ethos where children feel secure, are encouraged to talk and share their concerns and will be listened to
- Ensure that children know that all adults in Malpas Park Primary School can be approached if they are worried or concerned about matters to do with themselves, their siblings or their friends
- Include in the curriculum, activities and opportunities for Personal and Social Education which equip children with the skills they need to stay safe from abuse and to know that they can turn to staff for help
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life particularly with regard to childcare and parenting skills

Procedures

3.1

At Malpas Park Primary School we will follow the All Wales Child Protection Procedures (April 2008) and other guidance and protocols that have been endorsed and agreed by the South East Wales Safeguarding Children Board (SEWSCB). We meet our statutory duties as outlined in "Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002" (January 2015).

3.2

The school will:-

1. Ensure it has a Designated Senior Person (DSP) and a Deputy Designated Senior Person (DDSP), who have undertaken the appropriate training
2. Recognise the role of the DSP and arrange support and training
3. Look to the SEWSCB and the Council's Education Safeguarding Officer for guidance and support in assisting the school's DSP

Our school will also ensure that all members of staff, including permanent, part time and adult volunteers, know:-

- that they have an individual responsibility for referring safeguarding concerns using the agreed procedures
 - the name, contact details and role of the DSP, DDSP and designated governor responsible for safeguarding
 - that it is the DSP or DDSP who have the responsibility for making safeguarding referrals within SEWSCB timescales, by completing the agreed multi-agency form
 - how to take forward those concerns where the DSP is unavailable
 - how to support a child who discloses abuse
4. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse
 5. Ensure that all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school
 6. Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for safeguarding children by setting out their obligations in the school prospectus and other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with the All Wales Child Protection Procedures guidance
 7. Provide training for all staff so that they know:-
 - their personal responsibility
 - the agreed local procedures (SEWSCB)
 - the need to be vigilant in identifying suspected cases of abuse
 - how to support a child who discloses abuse
 8. Notify Social Services if:-
 - a pupil on the Child Protection Register is excluded either for a fixed term or permanently
 - there is an unexplained absence of a pupil on the Child Protection Register of more than two days duration from school **or one day following a weekend**
 9. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including responding to requests for information from social services; attendance at

- initial and review Child Protection Conferences, core group and the submission of written reports
10. Keep written records of concerns about children noting the date, event and action taken, even where there is no need to refer the matter to agencies immediately
 11. Ensure that all records and files are kept secure and in locked locations. The DSP is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the DSP to ensure that any transfer of records is conducted via the Local Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information'
 12. Adhere to the procedures set out in the Welsh Government Guidance Circular 002/2013 'Disciplinary and Dismissal Procedures for School Staff'
 13. Ensure that all recruitment and selection procedures are made in accordance with Welsh Government Guidance, 'Keeping Learner's Safe' and local guidance. The school will seek advice and guidance from the Authority's HR Department on recruitment and selection
 14. Designate a governor responsible for safeguarding who will oversee the school's policy for safeguarding and practice. This governor will feed back to the Governing Body on child protection matters as and when required, and will be required to write an annual report to the Governing Body on the school's child protection activities

Supporting the Pupil at Risk

4.1

At Malpas Park Primary School we recognise that children who are at risk, suffer abuse or witness violence are often affected by these in adverse ways, some may be deeply troubled by these events.

4.2

Malpas Park Primary School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school due to these adverse factors their behaviour may be challenging and defiant or they may be withdrawn. At Malpas Park Primary School we will endeavour to be patient and supportive to the children at risk.

4.3

The school will endeavour to support the pupil through:-

- The content of the curriculum to encourage self-esteem and self-motivation
- Maintaining an ethos that promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school's behaviour policy which is aimed at supporting vulnerable pupils in the school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that each individual is valued and not to be blamed for any abuse which has occurred. This information is shared with parents and carers annually and upon each admission via the Home School Agreement, Parents' and Carers' Handbook and the Policy for Encouraging Positive Behaviour, all of which are always available on the school website

- Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services
- Keeping records and notifying Social Services if there is a recurrence of a concern with the individual

4.4

When a pupil on the Child Protection register leaves our school, we will transfer the sensitive information to the new school immediately using the procedure outlined in Appendix D of the Safeguarding File – Transfer of Records. The DSP will be central to this process, and if not already done, will inform Social Services of the move.

Behaviour

4.5

Malpas Park Primary School has a '**Policy for Encouraging Positive Behaviour**', which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body and can be located in the Head Teacher's Office, the Staff Room and on the school's website.

Bullying

4.6

The school's policy with regard to bullying has been set out in a separate document, '**Malpas Park Primary School Anti-bullying Policy**', which is reviewed on a regular basis by the Governing Body and can be located in the Head Teacher's Office, the Staff Room and on the school's website.

Physical Intervention

4.7

The school's policy with regard to physical intervention has been set out in a separate document, '**Malpas Park Primary School Restrictive Physical Intervention Policy**', which is reviewed on a regular basis by the Governing Body and is consistent with the Welsh Government guidance on 'Safe and Effective intervention – use of reasonable force and searching for weapons 097/2013'. It can be located in the Head Teacher's Office, the Staff Room and on the school's website.

Online Safety

4.8

The school's policy for the promotion of personal safety online has been set out in a separate document, '**Malpas Park Primary School Information Technology and E-safety Policy**', which can be located in the Head Teacher's Office, the Staff Room and on the school's website.

Children with Statements of Additional Needs (AN)

4.9

Malpas Park Primary School recognises that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy for additional needs has been set out in a separate document, '**Malpas Park Primary Additional Needs Policy**', which can be located in the Head Teacher's Office, the Staff Room and on the school's website.

Children who enter the Looked-after System

4.10

Malpas Park Primary School recognises that children who enter the Looked-after System are often the most vulnerable and can have complex needs. When this occurs for children at our school, advice and guidance is sought from the Local Authority's Looked After Children's Education Coordinators.

Transfer of Records

Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of safeguarding records through the use of the Safeguarding File – Transfer of Records proforma (Appendix C).

Operation Encompass

4.11

Operation Encompass is a police and education early information sharing partnership, enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with the school's safeguarding lead prior to the start of the next school day after officers have attended a domestic abuse incident. This enables appropriate support to be put in place, dependent upon the needs and wishes of the child.

Children experiencing domestic abuse are negatively impacted by this exposure; domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling immediate support for the child to be put in place by school staff.

Community Cohesion – Preventing Extremism

4.12

Malpas Park Primary School is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the *Prevent* Duty Guidance) to safeguard pupils at risk of radicalisation. The school does this by:-

- Providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology
- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism
- Knowing how to complete a Channel referral and how to seek support for the child
- Ensuring all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.

Mandatory Reporting of Female Genitalia Mutilation (FGM)

4.13

Malpas Park Primary School is aware of its duty to report known cases of FGM to the police (*section 74 of the Serious Crime Act 2015*). Where staff *suspect* FGM may have been carried out or think a girl *may be at risk* then the school will follow existing safeguarding procedures in these cases.

Key Guidance for Staff

5.1

What to do if a child tells you they have been abused by a member of staff or any adult working with children.

If an allegation of abuse is made against a member of staff or any adult working with children this must be **reported to the Head Teacher without delay**. If the concern is about the Head Teacher this must be reported to the Chair of Governors. If in doubt you can contact the Council's Education Safeguarding Officer for guidance and advice or the Social Services Duty and Assessment Team; contact details are below.

What to do if a child tells you they have been abused by someone other than a member of staff.

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:-

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child
- You must report verbally to the school's **Designated Senior Person for Safeguarding immediately**, or in their absence the DDSP, to inform them of what has been disclosed. In the unlikelyhood of both being absent seek out the most senior person in the school
- Make a note of the discussion, as soon as is reasonably practical but within 24 hours to pass on to the school's DSP. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the child's responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed as it is the initial contact, an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place
- Do not give undertakings of absolute confidentiality. You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the DSP
- That a child may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing safeguarding plans. You can ask the DSP for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is strictly confidential and not for general consumption with others

Confidentiality

6.1

All members of school staff are fully aware of confidentiality issues if a child divulges that they are being or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, all education staff have a professional duty to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school. Be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Remember the pastoral responsibility of the Education Service. Ensure that only those with a professional involvement, i.e. the DSP and Head Teacher, have access to safeguarding records. At all other times, they should be kept securely locked and separate from the child's main file.

Training

7.1

We ensure that the Designated Senior Person and Deputy Designated Senior Person will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development.

All staff are regularly updated during the year as appropriate by the DSP or DDSP, but receive specific awareness raising training within a 2-year period.

The Governing Body receive awareness raising training every 2 years and the Nominated Governor for Safeguarding is offered opportunities for more specific training.

7.2

The annual Level 1 or relevant update training for all staff was carried out in October 2018. The next training/update for all staff will be carried out by 31st October 2019.

The last training for DSP and Deputy was carried out in March and May 2018 and both members of staff attend all Local Authority update sessions.

The next Training for DSP and Deputy is due in the Spring 2020 or as and when determined by the Safeguarding Officer for NCC in-line with new development or updates in policy and procedure.

The Designated Senior Person for Safeguarding at our school is: Kate Guest

The Deputy Designated Senior Person for Safeguarding at our school is:
Debbie Waters

The Designated Governor for Safeguarding at our school is: Denis Mills

The Local Authority's Safeguarding Officer is Nicola Davies

Social Services Duty & Assessment Team

Contact Centre: 01633 656656

Out of Hours Duty Team: 0800 3284432

When making a referral this needs to be e-mailed to:

children.duty@newport.gov.uk

Remember a copy of the referral must be sent to the Safeguarding Officer.

This policy was updated on **23rd September 2019** by **Kate Guest**.

This policy was presented and accepted by the Governing Body on **10th October 2019**.

All members of staff were made aware of this policy on **11th October 2019**. A copy will be provided to all members of staff and the Register of Receipt signed.

This policy will be reviewed **during September 2020**.

Head Teacher



Kate Guest

Chairperson of the Governing Body



Denis Mills

APPENDIX A

Associated Policies, Guidance and Advice

www.wales.gov.uk/educationandskills

All Wales Child Protection Procedures- April 2008

Safeguarding Children: Working Together Under the Children Act 2004

<http://gov.wales/pubs/circulars/2007/nafwc1207en.pdf?lang=en>

Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. (January 2015)

<http://learning.gov.wales/docs/learningwales/publications/150114-keeping-learners-safe-en.pdf>

Safeguarding in Education: handling allegations of abuse against teachers and other staff – circular 009/2014 (April 2014)

<http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>

Disciplinary and dismissal procedures for school staff- circular 002/2013 (replaces circular 007/2001)

<http://gov.wales/docs/dcells/publications/130227disciplinaryanddismissalen.pdf>

Procedures for Whistle blowing in Schools and Model policy- Welsh Assembly Government circular 036/2007

<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>

Procedures for reporting misconduct and incompetence in the education workforce in Wales-Welsh Government 168/2015 (replaces 018/2009)

<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>

Safe and effective intervention-use of reasonable force and searching for weapons, Welsh Government circular 097/2013 (replaces 041/2010).

<http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf>

Education Records, School Reports and the Common Transfer System-National Assembly for Wales circular 18/2006

<http://gov.wales/docs/dcells/publications/060707-education-records-en.pdf>

Information and Guidance on Domestic Abuse: Safeguarding Children and Young People in Wales 2010 (Welsh Assembly Government)

<http://learning.gov.wales/docs/learningwales/publications/130509-domestic-abuce-safeguarding-en.pdf>

Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales

<http://gov.wales/docs/dsjlg/publications/commsafety/151020-whole-education-approach-good-practice-guide-en.pdf>

Children Missing from Education WG circular 002/2017 (replaces circular 006/2010)

<http://learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf>

Other relevant legislation:

- The Children Act 2004
- The Education Act 2002
- The Education Act 2011
- The Human Rights Act 1998
- The Data Protection Act 1998
- The Children Act 1989
- Social Services and Well-being (Wales) Act 2014

Hyperlinks to websites that have important links to Safeguarding

www.wales.gov.uk

www.ewc.wales

www.governorswales.org.uk

www.thinkuknow.co.uk

www.wales.gov.uk/domesticabuse

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

SEWSCB documents can be found on their website: www.sewsc.org.uk

Definitions of Child Abuse and Neglect

A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child who they are looking after.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

APPENDIX C

Transfer of Pupil Safeguarding Records

PART 1: To be completed by sending school

- When you know that a child on the Child Protection Register or where there are safeguarding concerns is transferring schools contact the DSP at the receiving school within 2 days of the child leaving your school to share information
- Ensure that the Safeguarding File is passed to the DSP at the receiving school **using a secure method of delivery** with Part 1 of this form completed. It should be marked as 'Confidential for the attention of the DSP only'.
- The file should be transferred within 10 working days
- You are advised to keep a copy of this form for your own records.

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING SAFEGUARDING FILE:	
ADDRESS OF SENDING SCHOOL:	
DATE FILE SENT:	
NAME OF SENDING DSP:	
METHOD OF DELIVERY:	
SIGNATURE:	

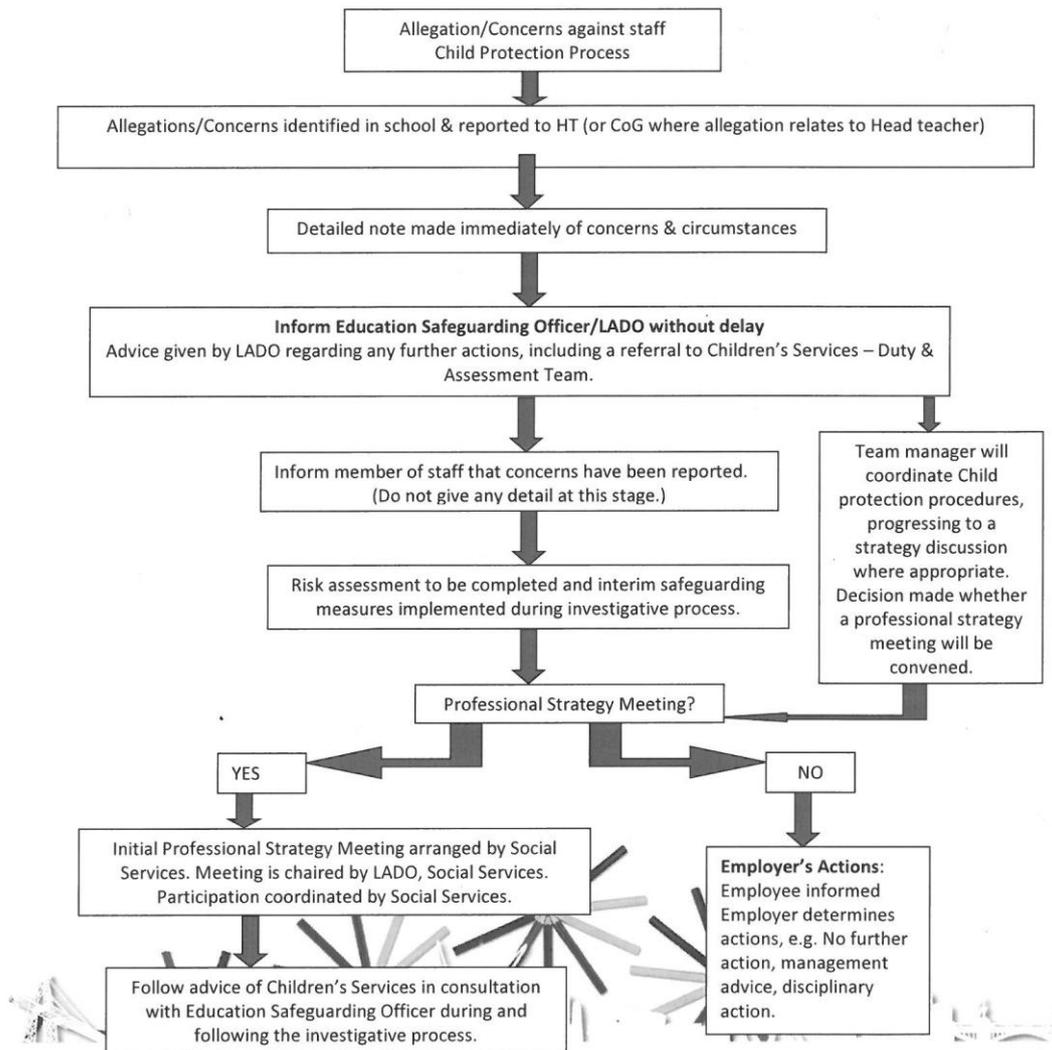
PART 2: To be completed by receiving school

- Complete and return this form to the DSP listed in Part 1 above
- If you choose to return this form electronically, please ensure this is completed securely
- Keep a copy of this form for your own reference.
- The Safeguarding File **MUST** be stored securely and away from the main pupil file

NAME OF SCHOOL RECEIVING SAFEGUARDING FILE:	
ADDRESS OF RECEIVING SCHOOL:	
DATE RECEIVED:	
NAME OF RECEIVING DSP:	
IS THE FILE INTACT?	
SIGNATURE:	

PROFESSIONAL ALLEGATIONS/CONCERNS

This Flowchart should be used as a brief checklist of procedure for allegations/concerns against a professional in school. Detailed procedures are outlined in All Wales Child Protection Procedures 2008, Section 4. Also refer to Safeguarding Children In Education: Handling Allegations of abuse against teachers and other staff 009/2014



Policy Statement Community Cohesion – Preventing Extremism

Our school is committed to providing a safe environment for all of our students, staff and any visitors. There is no place for extremist views of any kind in our school.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur.

Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on us 'to have due regard to the need to prevent people from being drawn into terrorism'

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources including the internet. At times students, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip young people with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way. This way our students are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school.

Where such cases are identified a Multi-Agency Referral Form is to be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our students, and where a Multi-Agency Referral Form leads to one of our Students needing safeguarding, we will support the Channel programme.

Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Contact

Prevent Lead for NCC: Heather Powell

Email: heather.powell@newport.gov.uk

Reference Material

Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities

<http://gov.wales/docs/dcells/publications/110209respecten.pdf>

Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)

<http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf>

Respect and Resilience – Developing Community Cohesion: Assessment tool:

<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf>

E-learning training on PREVENT: <https://elearning.prevent.homeoffice.gov.uk/>

Free online resource: http://course.ncalt.com/Channel_General_Awareness

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

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

Website: <http://educateagainsthate.com> Resources for parents and teachers

Tackling Hate Crimes and Incidents: A Framework for Action

<http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf>