Halton SACRE annual report

2014 - 2015

Contents

1. Standards and quality of RE provision

Overview

Introduction	
Please give a brief overview of RE in your local authority, highlighting strengths and achievements, and noting any perceived weaknesses and development needs.	Ofsted inspection reports and monitoring by SACRE through the RE Annual Return suggest that the quality of RE and Collective Worship in Halton schools is always at least satisfactory and usually good or better. The current 2014/2015 Annual Return for overall gives a positive picture in primary and secondary schools. For a more detailed analysis please see appendix 2.

Key area 1a: Compliance and time allocation for RE

Question	
To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?	All schools follow the appropriate syllabus and all bar one primary allocate at least the minimum recommended time.
Where applicable, please itemise any formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.	No complaints received

Key area 1b: Public examination entries in RE

Question	
Please give a brief prose analysis of all public examination entries in RE for your LA (full and short course GCSE, AS level and A level), if possible analysed by gender. Please add tables in an appendix.	See Appendix 1

Key area 1c: Standards and achievement

Question	
Please give a brief prose analysis of standards in RE in each of key stages 1, 2 and 3.	See Appendix 1
Please give a brief prose analysis of standards achieved in public examinations in RE. Please add tables in appendix.	See Appendix 1

Key area 1d: Quality of teaching

Question	
Please give a prose analysis of any significant teaching quality issues relating to RE within the range of statutory provision (foundation stage, key stages 1–4, post-16, special schools).	82% of Halton schools (incl nurseries, academies, free school and PRU) are good or outstanding. 85% of primaries are good or outstanding 71% of secondary's are good or outstanding 100% of special schools are good or outstanding

Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.	Question 8 of our annual return asked schools to comment on Prevent awareness training, teacher engagement with Channel training and how the school effectively acts on the 5 duties of the Prevent duty and British values. Schools were also asked to share achievements in RE and collective worship.

Key area 1e: Quality of leadership and management

Question	
Please describe and evaluate the main RE leadership and management issues in schools, post-16 institutions and special schools, highlighting strengths and noting any recurrent weaknesses.	100% schools have an RE co-ordinator. 95% schools regularly monitor, review and evaluate RE provision. 100% schools have provision for a daily act of worship in line with statutory requirements

Key area 1f: Teacher recruitment and retention, level of specialist provision

Question	
Please describe and evaluate the level of specialist RE provision in primary schools, secondary schools, post-16 institutions and special schools.	In secondary schools 24% (67% in 2013 – 2014) of teaching of RE at KS3 is undertaken by RE specialists and 69% (94% in 2013 – 2014) at KS4.

Key area 1g: Resources

Question	
Please describe and evaluate the level of budgeting and ICT access for RE in primary schools, secondary schools, post-16 institutions and special schools.	84% schools allocate a budget for RE. The level of provision for ICT access is good throughout the borough, RE has good access to these facilities.

2. Managing the SACRE and partnership with the LA and other key stakeholders

Key area 2a: SACRE meetings

Question	
On what dates has the SACRE met in the last year, and at what venue(s)?	SACRE met on 07 Oct 2014 (Runcorn Town Hall), 24 June 2015 (Runcorn Town Hall) and 03 November 2015 (Runcorn Town Hall). Halton and Warrington SACRE have met jointly to support developments on 30 May 2015 and 11 November 2015.
Please comment on patterns of attendance of SACRE members in committees 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum.	There is no pattern of attendance although low numbers at meetings can be an issue. Attendance at meetings is varied; 07.10.14, 6 attendees and 1 apology; 24.06.15 8 attendees and 1 apology; 03.11.15 6 attendees and 4 apologies.

Key area 2b: Membership and training

Question	
What range of faith groups and world views is represented on the SACRE as a whole, including co-optees?	Halton SACRE is aware of the need for the group to be more multi-cultural and have agreed to broaden their representation to include other faith groups and world views. The target of having a co-opted member from a non-Christian faith continues to be a challenge. Approaches are being made to relevant associations in the region.
What training/induction is offered both to new members and to the SACRE as a whole?	All members are encouraged to attend relevant conferences and national AGMs. New members are supplied with relevant background reading on their appointment. Opportunities are planned for members to meet informally with neighbouring SACREs

Key area 2c: SACRE development

Question	
What initiatives has your SACRE undertaken in the last year (such as any publications, festival calendars, contact databases, online forums/support, website activity, student events)? Please describe and evaluate briefly. You may wish to include copies of publications, by email or posted as an appendix.	Teachers from across Halton and a neighbouring LA attended a Joint RE conference hosted by the two LAs. The two LAs host joint RE teacher's network and Assessment network groups.
Does your SACRE have a development action plan? If so, please attach it as an appendix.	There is no current development plan. Halton SACRE will develop actions allied to the adoption of the Lancashire Agreed Syllabus from Sept 2016 to support teachers of RE and pupils across schools.
Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?	We regularly issue information to all schools on useful resources, conferences, CPD and publications and during 2014/2015 the following were distributed to Halton schools: • Updated resources and advice allied to fundamental British values and Prevent duty issued by DfE and other agencies, as well as Collective worship guidance. • Resources and advice supporting development of SMSC from DfE • Resources to raise profile of SACRE with schools • Farmington Institute Scholarships opportunities • Updates from NW AREAIC and NASACRE • National teaching and learning in RE updates as part of July 2015 RE conference.

Does your SACRE have any ongoing relationship with local providers of initial teacher education and CPD, including training for NQTs? If so, what does this relationship consist of?	Through 2014 – 2015 we continue to work closely with the LA NQT co-ordinator to ensure effective induction for any RE NQTs. NQTs are equally welcome to attend the aforementioned RE network meetings and conference. There are good links to two local schools direct, teaching school led consortia and 1 external teacher training consortium that the LA Officer is a LA representative on. The LA officer also sits on two regional teaching school partnerships. A Lecturer in RE at Edge Hill University is Vice Chair of Halton SACRE and a member (and VC) of NASACRE executive.

Key area 2d: Financial support

Question	
Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and for implementation of its action plan.	There is no specific budget however SACRE have access to LA core funding and to date all requests for funding have been met. The LA is funding 35 LA and VC schools to access the Lancashire Agreed syllabus website materials for Sept 16 – Aug 17.

Key area 2e: Information and advice

Question	
Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.	A LA Schools and Settings Improvement Officer reports on the quality of RE and Collective Worship from Ofsted reports and an annual return is sent to all schools to gather evidence allied to RE teaching and learning, provision and collective worship. It seeks additional information each year, e.g. Prevent in 2015. The LA Clerk obtains Diocesan reports from web-sites which also

	inform SACRE. The LA SSIO supports the agenda of each meeting with RE/Collective worship updates and advice
What professional advice on RE and collective worship is available to your SACRE (such as adviser, AST, consultant, mailings, online access)? If possible, please give approximate number of days.	Halton SACRE is supported and advised by a LA officer and clerk. The officer and clerk attend all meetings. SACRE has benefitted from the input from external consultancy in support of planning and advice to schools. Approximate time spent on preparation, research, disseminating information and meetings is half a day per week for both the officer and clerk.
Are there any issues that your SACRE has referred to its LA for consideration and/or action (such as grade data, resourcing)? If so, please specify, and describe the response/outcome.	Ways to continue to encourage all schools to engage with the annual return. The LA now identifies a specific question for schools to answer in greater depth each year to gain a fuller picture of key strengths and areas for development. E.g. Prevent in 2015
Has your SACRE given advice to LAs on any matters? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.	Nothing to report.

Key area 2f: Partnerships with other key stakeholders

Question	
Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to higher education? If so, please describe and evaluate briefly.	Training for RE Teachers has been organised in the 2014 – 2015 period through network meetings and conference. The LA has sponsored attendance by members at NASACRE annual conference and at a NW RE conference. Feedback to the subsequent SACRE was positive.

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

Question	
Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing/revising, launching or training in the agreed syllabus.	The ASC is scheduled for 01 March 2016 to finalise and sign off the part A and part B of the 2016 – 2021 syllabus for Halton. The new agreed syllabus for September 2016 – 2021 has been secured. Headteachers have had a briefing on 06 October 2015 allied to the use of the Lancashire Agreed Syllabus.

Key area 3b: Using the non-statutory national framework

Question	
To what extent, and in what ways, is account being taken of the non-statutory national framework for RE, and also of the RE section of the new secondary curriculum? What impact is this having on RE locally?	Non – statutory guidance in 2013 'A review of RE in England' will help inform the Part A of the revised syllabus in 2016 – 2021. The Lancashire Agreed Syllabus takes full account of other additional guidance. This move will have clear impact on RE locally by supporting teachers in planning and delivering a high quality, well resourced, enquiry led approach to learning in RE. It will also allow wider networking and sharing of resources with colleagues in a neighbouring LA.

Key area 3c: Developing the revised agreed syllabus

Question	
Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.	The agreed syllabus is reviewed and agreed by the agreed syllabus conference, stakeholders and with full regard to all national guidelines. The Lancashire Agreed Syllabus takes full account of other additional guidance. This move will have clear impact on RE locally by more effectively supporting teachers in planning and delivering a high quality, well resourced, enquiry led approach to learning in RE. It will also allow wider and more effective networking and sharing of resources with colleagues in a neighbouring LA.

Key area 3d: Consultation/launch/implementation of the agreed syllabus

Question	
Please describe how your SACRE publicises, supports and exemplifies the agreed syllabus for RE.	Copies of the agreed syllabus are sent to all schools and sent to the Policy and Performance Board for information. All key documents relating to SACRE and RE teaching and learning and collective worship are held on 'perspectivelite' an online tool accessed by all schools in Halton.

Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus

Question	
How has your SACRE worked with schools to monitor the quality of RE and to monitor the use of the agreed syllabus and/or framework? (You may wish to include data on the number and scope of primary and secondary schools contacted.)	All Halton primary, secondary schools, academies, free school, special schools and pupil referral units are sent an annual return for completion by December. This gives information on the agreed syllabus followed, monitoring of the provision of RE and the school's self evaluation of RE (and collective worship).

4. Collective worship

Key area 4a: Practice and provision for collective worship

Question	
How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include data on the number and scope of schools contacted.)	All Halton primary, secondary schools, academies, free school and special schools and pupil referral units are sent an annual return for completion by Autumn half term. This gives information on the provision of collective worship including the school's self-evaluation.

Key area 4b: Monitoring the provision of collective worship

Question	
Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary, secondary and special schools.	Collective worship in primary schools is regarded as a strength in the borough (partly due to the high proportion of faith schools). In the last 4 years no school has been found by ofsted to be failing to fulfil its statutory obligation in collective worship. 100% of schools make provision for a daily act of worship in line with statutory requirements 85% (93% in 2013 – 2014) of schools regularly review and evaluate collective worship.
Please give an overview, where applicable, of applications for determinations in collective worship in the past year. Please specify: • the number of applications • how many were new applications, and how many were renewals • approximately how many pupils were affected in each case • the SACRE's decision in each case, and a brief reason.	No determinations

Please itemise, where applicable, any complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.	No formal complaints have been made to SACRE.

5. Contribution of the SACRE to the SMSC agenda

Key area 5a: representative nature of the SACRE

Question	
Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.	Membership reflects the religions and ethnic diversity of the local community. Please see Appendix 3
Please outline what steps your SACRE takes to be proactive in ensuring that its membership reflects this diversity.	Invitations for observers from other faiths have been distributed with the local and wider community.

Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

Question	
Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (such as faith forums, committees, interest groups, campaigns, charities).	

Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to SMSC

Question	
Please describe the ways in which your SACRE is engaging with and monitoring the contribution of RE to social, racial and religious harmony and to community cohesion in your area.	Through 2014 – 2015 The LA provided support and guidance to develop effective SMSC provision in schools, including the gaining by teachers of a secure understanding of fundamental British values and effective practice at a variety of scales and through a range of learning opportunities and engagement with people from a range of communities and the Prevent duty and how the five duties are embedded within the curriculum, as per the annual return 2015. Updates have been given at Headteacher meetings

Key area 5d: Links to local authority initiatives promoting diversity

Question	
In what ways is your SACRE taking account of and engaging with local authority initiatives promoting diversity?	As above. Joint working with neighbouring LA's

Summary

Question	
What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?	Halton SACRE fulfils its statutory obligations. Standards in RE are not an issue in Halton – generally the quality of RE is good. There are currently no schools where RE has been deemed less than satisfactory.
How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?	Some SACRE meetings have been held in schools by invitation in order to enable SACRE members to experience the school's community ethos including experiencing pupils' spiritual activities. Further lines of communication include joint 'informal' meetings with neighbouring SACRE.
If the DfE were to consider changing its advice on RE and collective worship, what comments would your SACRE have concerning the future of RE and the future of collective worship?	Clarify RE teaching at KS4 Collective worship guidance.
Are there any other points about RE, collective worship or SMSCD (spiritual, moral, social and cultural development) that your SACRE would like to express to QCDA (such as national innovations)?	We would stress the power of collective worship to give children opportunities and experiences they may not get in other ways, to encourage each child to value their uniqueness, feel valued, understand equality and diversity and be given the opportunity for reflection amongst a busy school life. In Halton all schools understand the importance of the school's ethos in promoting SMSC

APPENDIX 1

GCSE Full Course

The number of pupils entered for full GCSE examinations in religious studies for the period 2006 to 2015 is as follows:

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Number of candidates	381	446	382	355	534	515	449	461	386	713
% of pupils aged 15+ entered	24.3	27.2	23.4	23.0	34.1	34.5	32.7	32.3	26.7	49.4
% of candidates gaining A* - C	47.2	57.4	61.0	55.2	41.0	44.5	62.1	72.7	54.4	66.1
% of candidates gaining A* - G	94.8	97.3	97.1	98.3	91.6	90.5	97.8	98.0	95.1	97.6

Attainment at percentage of entry gaining Grades A* - C improved from 42.6% in 2005 to 72.7% in 2013 and represents Halton's best performance to date within this subject. The A* to G % has also increased from 93.6% in 2005 to 98.0% in 2013.

The 2015 national data (provided by the National Consortium for Examination Results - NCER) comparative information is detailed below.

Total entries	269,284
% of pupils aged 15+ entered	43.9%
% of candidates gaining A* - C	71.9%
% of candidates gaining A* - G	97.9%

National Subject Residual for RE

This is produced by NCER by calculating a pupil's average attainment across all entries and then how the pupil in any one entry differs from this average attainment. When these averages and differences are built up to school, LA or National level it produces subject residuals. The calculations use the section 96 points scores which is 6 points per grade.

The national and Halton full GCSE RE figures are provided together with the adjusted LA residual. In 2005 the overall adjusted LA residual was –3.23 which means that of the pupils who sat GCSE Religious Studies their performance overall was half a grade lower in GCSE RE compared with their overall GCSE average score when compared to national results.

In 2014 the LA adjusted residual was +0.11 which means that the overall grade in GCSE RE was +0.36 points higher than the national overall average GCSE score for those pupils taking GCSE RE.

There are no residual analysis reports available for 2015

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
National	0.42	0.58	0.80	-0.65	0.49	0.11	0.07	0.11	0.08	-0.25
Halton	-2.81	-2.38	-0.47	-2.94	-2.35	-5.41	-4.37	-2.28	3.12	0.11
Adjusted LA Residual	-3.23	-2.96	-1.27	-2.29	-2.84	-5.52	-4.44	-2.39	3.04	0.36

GCSE Short Course

Performance has varied since 2005 with A*-C performance rising to 60.1% in 2012, though there have been fewer entries compared to previous years.

No Short Course GCSEs reported in 2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Number of candidates	391	426	496	735	522	340	228	283	0	0
% of pupils aged 15+ entered	25.0	26.0	30.4	47.6	33.4	22.8	16.5	19.5	n/a	n/a
% of candidates gaining A* - C	35.0	45.3	57.3	48.4	55.9	57.9	60.1	51.2	n/a	n/a
% of candidates gaining A* - G	94.9	97.2	97.4	95.6	98.7	97.4	99.1	90.8	n/a	n/a

'AS' and 'A' Level

In 2015 there were 17 entries for Religious Studies AS level (Ormiston Bolingbroke Academy – 4, St Chad's – 10, Sts. Peter & Paul – 3). 14 candidates gained an A – E grade (82.4%). The grade breakdown was 4 B grades, 5 C grades, 4 D grades, 1 E grade and 3 U grades.

In 2015 there were 9 entries for Religious Studies A-level (St Chad's – 5, Sts. Peter & Paul – 4). All candidates gained an A – E grade. The grade breakdown was 4 B grades and 5 C grades.

Appendix 2

School	Prevent Awareness Training By Designated Safeguarding Lead				HBC Online training	Examples of ways the school acts effectively on the five duties				
	Yes no	Date	Where	By whom	Yes/no	Risk assessment	Working in partnership	Staff training	IT policies	Building children's resilience
All Saints Upton CE	N				N					
Ashley School	Y	Dec 15			N		We work with the Police who often work with pupils on sensitive and controversial subjects.		We ensure that pupils are safe from extremist and terrorist material when accessing the internet, suitable filtering is in place. Work is also delivered on internet safety both when using the internet at home and in school.	Debating controversial issues, recording evidence in Big Books, covered in Citizenship and PHSCE. Sessions on British Values are also delivered, evidenced in Global Books. Working with pupils to recognise and manage risk, make safer choices, and recognise when pressure from

										others threatens their personal safety.
Beechwood Primary	N				Y			All staff have undertaken the Prevent training	The school teaches e-safety to all pupils	We actively use Habits of Mind and P4C
Bridgewater Park Primary	Y		School	Online	Y			Ongoing item on staff meeting agenda, all staff completed prevent duty training and have read guidance.	Policies will be updated to include prevent duty guidance.	British Values linked across the curriculum. British Value of the half-term.
Brookfields School					Y	Staff are aware of the process of risk assessment of pupils if we were to have any pupils that would be deemed as high risk. Aware also of who to contact if we have any	The school works very closely with all agencies as well as with parents and carers. We have recently appointed a Family Support Worker who also collaborates	All staff have accessed and completed Channel Training (including key Governors).	Policies have been updated to reflect latest guidance and legislation	British value focussed work including resilience are developed through the curriculum, through collective worship and embedded through the ethos of the school.

						concerns	across a wide range of agencies and supports families with accessing services.			
Brookvale Primary	Y	Oct 15	School		Y					
Cavendish High	N	Hate awareness 27.11.15 Looking for suitable Prevent training			Y	Pupil risk states vulnerability to radicalisation		Channel	E-safety	
Chesnut Lodge Special School	Y	Designated Safeguarding Lead is awaiting "WRAP" training from the authority. She has com pleted E-safety support "Prevent Training" and "Channel training Autumn Term 2015			Y	Close monitoring of attendance. Pupils being visited in hospital or at home if absence is over 5 school days. Regular contact with parents.	Positive open relationships with parents. Regular meetings with parents. Working on shared objectives in our PSHE curriculum with St Bedes Primary. Sharing our approach to promoting British Values on our	Channel module and regular updates through staff meetings.	School e-safety policy and school council currently completing a child friendly policy. School has filtering systems and pupils are always closely monitored. Pupils are not allowed mobile phones in school, and staff are not allowed to use theirs whilst in	Action plan for further developing British Values. School currently working towards Rights for Respecting School Award. Identified pupils given the opportunity to work with Bright Sparks to increase confidence and empowerment. P4C

							school website. Working in partnership with the police who provide awareness training. Promoting pupil voice in school, and sharing our beliefs and values with other schools through visiting School Councils.		contact with the students	lessons for appropriate cohorts, providing them with regular opportunities to explore social and political issues critically and to weigh evidence, debate and make reasoned arguments.
Daresbury Primary	?					Y	All staff INSET/twilight, use of evolve, safeguarding training	Part of RE assessment group, moderation meetings with other schools	Staff meeting each Wednesday, INSETs, online training, safeguarding refreshers	Social Media policy	All staff completed online training
Ditton Primary	N					Y	Carried out by SLT	Working in partnership with Cheshire Police	Safeguarding/PRE VENT on all staff meeting agendas	eSafety policy includes PREVENT	SMSC afternoons and assemblies

Fairfield Primary	N				Y					
Farnworth CE Primary	Y	Sep 15	Runcorn	N Noon	Y	Prevent has been covered in the Staff Basic Awareness training so that staff are aware of identifying signs and symptoms of vulnerability	DSL accesses relevant training and liaises with agents when relevant	Completion of e-learning module	eSafety policy to be updated to incorporate Prevent statement (Jan 2016)	Anti-bullying focus week (Make a Noise) incorporated work on building resilience (see attached Anti-bullying newsletter – esp Y6 outcomes)
Gorsewood Primary	Y	Primary Heads Update, Online Channel Module, Stadium			Y	Awareness	Global Teaching Project	Online training SDP awaiting dates for WRAP 3 train the trainer sessions	Reference to prevent duty in policies and examples.	PSHE lessons and celebrating examples of resilience. British Values taught throughout the curriculum
Hale CE Primary	Y	Summer 15	Wade Deacon	Emma Hart	N	Standing item on staff meeting agenda under Child Protection provides an open forum for any concerns to be	Act on advice from HBC. Training accessed through Wade Deacon	All staff attended awareness training at Wade Deacon. Staff meeting time allotted in Spring Term for further training to be	Reviewed annually. All staff read and sign declaration annually. Children and parents sign IT agreement	Ongoing through curriculum both IT and PSHE lessons. Talk from Magistrate on British Values

						raised. Policies such as allegations against adults, Whistleblowing prominently displayed with contact information clearly accessible for all staff to raise concerns anonymously		completed.	annually	
Halebank CE Primary	Y					N				
Halton Lodge Primary	Y	Sep 15	School	Head	Y	Staff are aware of the screening tools available for children, though these have not yet been required to complete.	Information shared by outside agencies including Police, CSC to inform school of training, potential difficulties and strategies. Also,	Safeguarding Training to include discussion and training on all of the sections of Prevent Duty agenda. Prevent Duty Training completed by all	IT policy contains information around e-safety. Regular reminders from staff in ICT lessons about safe use of the internet. School will be including e-safety	Children are actively encouraged to discuss concerns or worries with staff and opportunities are made available in PSHE lessons and in general classroom practice.

						some of our children have been supported by Core Assets, including Keep Safe work.	Teachers and TA's.	in home-school agreements and information on e-safety is available on the school website.	Any children, but particularly those who are identified as needing additional emotional support are given opportunities to discuss feelings with staff. Those children who display difficulties emotionally may be referred for Counselling in school to support this. Children are provided with strategies to support them emotionally, and this is reviewed regularly
Hillview Primary	Y				Y	All staff have completed Prevent training	Completing GLP Lead Practitioner Status - I	All staff in my school have attended staff	Children complete work on E-Safety each year.	Collective worship focuses on daily global issues that

							completed a variety of twilights for other schools on global issues and collective worship.	meetings on collective worship, global themes in the curriculum. Staff have also attended P4C with R.E training. All staff have completed Prevent training.		are happening in the world today.
Lunts Heath Primary	N					Y				
Moorfield Primary	Y					Y	By raising awareness of all stakeholders, by holding themed days (PSHCE) which weave the values into contextualised activity, through a half-termly focus on each of the values.			
Oakfield Community Primary	Y					Y	All teaching and support staff have completed the Channel General Awareness training. Oakfield Primary School works in full partnership with Halton Safeguard Board and follow all directives immediately they are received, which includes staff training. The school's IT policies are tight and regularly reviewed to ensure that children do not obtain access to undesirable materials through their school netbooks. Parents are regularly informed, through the newsletter, of the potential risks to children of social media and the internet. Parents are also provided with any helpful, useful and informative documents as and when we think necessary/directed by Halton BC i.e. the Prevent Strategy document. Weekly assemblies focus on a British Value and incorporate the duties of Prevent. Our following policies also act upon the duties of Prevent: Computing, E-Safety Policy and Poster, Web-Filtering, Safe use of the Internet, Safer Recruitment, Safer Communication with Young People, Anti-Bullying, Child Protection and Safeguarding, Whistleblowing, Collective Worship, R.E. and P.H.S.C.E.			

Ormiston Chadwick Academy	Y	All SLT have had prevent training at start of year			N		On site police officer	Annual training		
Palacefields Primary	N				Y			All staff have completed the online training module	Children are monitored and supervised in internet access and sign a home school agreement in computer use in school	
Pewithall Primary	Y				Y					
Runcorn All Saints CE Primary	Y	Oct 15	Online SDP Summer network meeting	Nicola Noon	Y		Visiting speakers in other faith celebration weeks.	Prevent training	Staff code of conduct – IT responsibility	Islam Faith celebration week
Simms Cross Primary	Y	2015	Halton	N Noon	N					
Spinney Avenue CE Primary	Y	Oct 15	Online	Channel General Awareness	Y	We have a risk assessment in place	Working in partnership with the local borough	We currently have a twilight booked and have received staff training	IT policies Being updated	Delivery of British Values lessons
St Basil's Catholic Primary	N				N					
St Bede's Catholic Infant		Awaiting facilitator training			Y	See attached info below				

St Bede's Catholic Junior	Y			N					
St Berteline's CE Primary	Y	Summer	Stadium	Prevent officer	N	Staff meeting discussion	Knowledge of individual families	Cascade Headteacher training	Cyber awareness	Christian tracking. Acting out the faith
St Clement's Catholic Primary	N				Y	School Policy, Risk assessment	Close links with outside agencies, including local PCSO	Chanel training for SLT and all teaching staff	'e' safety policy & user agreement	RE curriculum, PSHE curriculum, worry box, circle time, Collective Worship
St Gerard's Catholic Primary	Y	Nov 15	Online	Halton	Y	All staff have regular safeguarding training and have the appropriate knowledge and confidence to tackle the subject of radicalisation and extremism and to be able to identify children at risk of being drawn into extremism. All staff know where and how to refer children and young people for further help. All policies have been recently updated and shared with all staff and Governors. Children are regularly taught about e-safety and the appropriate filters are on all computers. Children understand who they refer to if they are concerned about something that they have seen or accessed online.				
St John Fisher Catholic Primary	Y	Nov 15	Tarporley		Y	Risk assessment completed and shared with staff and Governors	Working in partnership		IT policies include prevent	British values All staff & governors have seen/read keeping children safe in Education All staff and governors have completed the channel module

										All staff trained in level 2 basic awareness SDP attended child sexual exploitation Teaching E-safety
St Mary's CE Primary	Y	Sept 15	Halton	Online	N					
St Michael's Catholic Primary	N				Y	School assemblies	Life caravan	Review of policies and online training	School's mission statement review	
The Brow	N				N	The school has close links with our PCSO. We have a learning mentor in school working with vulnerable children and their families. Children deemed to be at risk would be supported as appropriate within school	The children work with Commando Joe and the training promotes and supports our work on British Values.	Safeguarding training for all staff takes place on an annual basis and the staff in school are aware of the procedures to follow. Online Channel training for all staff will be arranged with the head teacher.	Staff are aware that online content and the use of the Internet needs to be safe for the children in our care. The children are taught to report anything that makes them feel uneasy. The children have regular reminders and prompts around the room	We have a value of the week assembly; promoting, demonstrating and praising British Values that we will be observing and have observed within school over the week. The children have weekly PSHE and SEAL lessons. We follow the SEAL assembly and

								promoting safety online. We take part in yearly cyber bullying activities. Students and staff are aware that ICT use should be safe and appropriate at all times. Students are not permitted to use ICT equipment without adult supervision. There is a filtering system in place within our school server. The children each have a personal log in and password to use the ICT equipment with the ICT lead being able to access and	themes each half term and children have access to small scale SEAL groups if it is deemed beneficial to them.

								view their online content.	
The Grange All Through School	Y	Ongoing	In house	Ruth Tomalin	Y	All Learners are monitored and issues are highlighted to the CP team.	School works closely with the Police officer attached to the Safer Schools Partnership. Links have been made with the Cheshire Police officer, Lesley Price who is the named person in respect of CHANNEL and Prevent Referrals of concern can be made to her and has been	All staff have been briefed in respect of Radicalisation and Extremism in whole school CP training on October. All staff will be completing the on line training as directed by HBC on 1st December 2015. Staff has information in each faculty staff room informing them of the media influences/ sites the radical groups have available and the language they use to draw young	The 'E Safety Policy' is readily available on school intranet and internet The school has in place a Net Sweeper web filter in order for inappropriate content to be blocked All pupils and parents sign a 'Responsible Computer Use Agreement'	Each year group has received an assembly about British Values. Staff are encouraged to have discussions if learners do speak about the issues during lessons.

						people in.				
The Holy Spirit Catholic Primary	Y		Halton	Police	Y	Pupil's SMSC development is strong. SMSC is promoted through teaching a wide range of learning skills which impact positively on learning and achievement. The school works in partnership with parents to help support the mission of the Church to teach Gospel values and instil a love of themselves, creation and each other. Pupils experience responsibilities e.g. school council, play leaders, MiniVinnies, Safety officers which supports their engagement in pupil leadership. This is currently developed further through training for pupil chaplains. Pupils use their imagination and creativity through an appreciation of artistic, cultural and sporting opportunities enabled through a rich curriculum Values are explored through the curriculum especially in RE and collective worship and there are regular opportunities for personal reflection				
Widnes Academy	N				Y	The school has an action plan which outlines our work in this area. Key staff have been trained as previously outlined		During staff meetings staff have been kept up to date with all the relevant documentation E-safety policy and all other relevant policies have been updated in line with the guidance.		
Westfield Primary	N				N	Part of the school	Links with St.	Whole school	Policy on Prevent	Through PSHCE,

						Crisis Plan	Andrew's Church and the team from Hope Corner. Christmas Concert held in St. Michael's Church with pupils and parents for the last three years.	Prevent training led by Claire Dawes in September 2015 on INSET Day	and Britishness 2015, also policies on the internet and social media	SEAL, P4C, visits to local places of worship
Weston Primary	Y	Nov 15	Police	R Atkins	Y	We include parents in all aspects of our safeguarding policy, and most recently, informing them about the prevent agenda	We plan our curriculum to ensure children are made aware of the dangers of extremism and radicalisation, in a child friendly way	Our ICT policy includes a section on the PREVENT duty and how to be safe online. This includes a parent and child friendly version	Our children have regular workshops with our PSCO	Our school policies and values all reflect our commitment to giving our children a wide depth and breadth of knowledge and the skills and resilience they need to live in this diverse world.
Woodside Primary	Y	Nov 15		R Collings	N			Ongoing – Head already trained –		Emphasising British Values in all

							staff to complete		classes. Displays/PSHE/Circle Time/Learning from and about other people's beliefs and religions in a positive way
Total	Y = 26 N = 13			Y = 31 N = 12					

St. Bede's Catholic Infant School Prevent Duty Statement

Risk Assessment

We have a risk assessment in place to demonstrate how we have assessed the risk within our school and school community. The risk assessment focuses on the children and takes into account their age.

Working in Partnership

The first partnership is within school and all staff are aware of specific guidance to safeguard children. We pay due attention to relevant documentation including the most up to date versions of Working Together to Safeguard Children and Keeping Children Safe in Education.

External partners who work with our school to ensure that all children are safe and protected include Halton Borough Council, Halton Safeguarding Children Board, school health, children's social care including the Contact and Referral Team (CART), the police and Educational Welfare service.

Designated Teacher role – all staff are fully aware of school procedures and where and when to raise any concerns. The designated teachers are in direct contact with relevant partnership agencies and are able to take appropriate measures. These include concerns that may require contacting Channel.

Our school policies also support the children's safety and wellbeing e.g. – Child Protection, Safeguarding and Anti-bullying policies.

Training

All staff are trained in Level 2 Basic Awareness in Safeguarding.

Designated Teachers attend termly network meetings organised by Halton Borough Council and have attended the Working Together to Safeguard Children training.

Other training also includes Child Sexual Exploitation Basic Awareness, Compromised Care and conferences focusing on working with children in care and previously looked after children.

Prevent Training

Halton Safeguarding Children Board – Channel General Awareness E-learning.

Miss Scragg completed the online training in July.

Staff and governors completed the training on 1st September 2015.

WRAP (Workshops Raising Awareness around Prevent)

Training to be confirmed as facilitators are themselves trained..

IT Policies

School access to the Internet is protected by a firewall and children are supervised when using the Internet. The children's age is taken into account when accessing the internet.

Children are taught about e-safety as part of their computing lessons. Children have a small icon 'Hector the Protector' which they are taught how to use should something appear on screen that they are not happy with. The dolphin icon fills the screen and the child asks an adult to see why they have used the icon.

Policies in place include E-safety, Internet Access Policy for Children, Internet and Acceptable Use Policy for Staff with relevant reference to the Prevent Duty.

Building children's resilience to radicalisation

In line with guidance school builds pupils resilience to radicalisation by providing a safe environment for debating controversial issues and helps the children to understand how they can influence and participate in decision making (as appropriate to the young age of our children). The promotion of spiritual, moral, social and cultural development of the children and within this fundamental British values is at the heart of our Mission Statement, is integral to the school ethos and curriculum permeating all aspects of school life.

APPENDIX 3

SACRE MEMBERSHIP

Group A   Christian Denominations and Other Religions and Denominations, which reflect in the opinion of the Authority, the principal religious traditions in the area.   (2 Catholic, 1 Methodist representatives)

Diocese of Shrewsbury

Mrs Margaret Morgan

Liverpool Archdiocesan Schools Commission

Miss Jackie Coughlan

Methodist Districts of Liverpool and Chester

Mrs Anne Maxfield   Weston Point Community Primary School

Group B   the Church of England   (3 representatives)

Chester Diocese
Mr Ted Owen
Ms June Morris
Liverpool Diocese
Mrs Linda Riley-Dawkin

Group C   Teachers' Associations (1 Head Teacher representative – all phases and 2 x 1st Tier Teacher representatives)
Vacancies   Teacher Associations (NUT)

Group D   the Local Authority
Cllr Mark Dennett   Children & Young People Policy and Performance Board **Chair**
Cllr Chris Rowe   Urban Renewal Policy and Performance Board Member
Cllr Ged Philbin

Co-opted Members (N.B. can be affiliated to a group but have no voting rights)
Mr Paul Smalley   Teacher Associations (Vice Chair)