

## Latest Ofsted Guidance on the Prevent duty and British values

Extracts from the latest Ofsted Guidance from the Ofsted handbook which relates to the prevent duty and British values

### Overall judgements

It should be noted that effective safeguarding, which includes compliance with the prevent duty is part of the safeguarding judgement. This is a limiting grade so that a failure to comply with Prevent will bring down the overall grade of the provider

#### Outstanding (1)

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good as long as there is convincing evidence that the provider is improving this area rapidly and securely towards outstanding.
- Safeguarding is effective.

#### Good (2)

- The quality of teaching, learning and assessment is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the provider is improving it rapidly and securely towards good.
- Safeguarding is effective.

#### Requires improvement (3)

- Other than in exceptional circumstances, it is likely that where the provider is judged to require improvement in any of the key judgements, the overall effectiveness will require improvement.
- Safeguarding is effective.

#### Inadequate (4)

- The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective.

### Effectiveness of leadership and management

Judgements in relation to the Prevent duty including exemplifying and finding opportunities to promote British values in the **effectiveness of leadership and management** will be made on the basis of:

- the extent to which leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), and how well learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider
- how well the provider prepares learners for successful life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs

- the effectiveness of safeguarding practice, including the prevention of radicalisation of learners and compliance with the Prevent duty

## **Grade descriptors which relate to the prevent duty and British values: effectiveness of leadership and management**

### **Outstanding (1)**

- Leaders promote equality of opportunity and diversity exceptionally well so that the ethos and culture of the provider counters any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour. The promotion of fundamental British values is at the heart of the provider's work.
- Learners feel safe and know how to raise concerns. The provider is proactive in assessing safeguarding risks and taking action to prevent them. The provider has a strong track record of raising awareness among staff and learners of safeguarding issues, listening to learners' concerns and acting on them.
- Leaders' work to protect learners from radicalisation and extremism is exemplary. Leaders respond swiftly where learners are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge learners' views and encourage debate.

### **Good (2)**

- Leaders promote equality of opportunity and diversity, resulting in a positive learning environment. Staff and learners work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour and fundamental British values are promoted actively.
- Safeguarding is effective. The provider assesses risk appropriately, taking action to prevent harm and reporting safeguarding concerns. The provider raises awareness of safeguarding issues among staff and learners. The provider listens to and acts on learners' concerns.
- Leaders protect learners from radicalisation and extremism. Staff are trained and increasingly vigilant, confident and competent to encourage open discussion with learners.

### **Requires improvement (3)**

- Leadership and management are not yet good.
- Safeguarding is effective.

### **Inadequate (4)**

**Leadership and management are likely to be inadequate if one or more of the following applies:**

- Leaders are not taking effective steps to secure positive destinations for learners and are not preparing them for life in modern Britain.
- Leaders, managers and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour or prejudiced actions and views.
- Safeguarding is ineffective. The provider's arrangements for safeguarding learners do not meet statutory requirements or they give serious cause for concern; insufficient action is taken to remedy weaknesses following a serious incident.
- Leaders, managers and governors are not protecting learners from radicalisation and extremist views when learners are vulnerable to these. Policy and practice are poor,

which means learners are at risk.

## **Quality of teaching, learning and assessment: the Prevent duty including British values.**

Judgements in relation to the Prevent duty including exemplifying and finding opportunities to promote British values in the effectiveness of teaching, learning and assessment will be made in the context that:

- Teaching, learning and assessment should promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying

## **Grade descriptors which relate to the prevent duty and British values: the quality of teaching, learning and assessment:**

### **Outstanding (1)**

- Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience.

### **Good (2)**

- Staff promote equality of opportunity and diversity in teaching and learning.

### **Requires improvement (3)**

- Teaching, learning and assessment are not yet good.

### **Inadequate (4)**

**The judgement on the quality of teaching, learning and assessment is likely to be inadequate where one or more of the following apply:**

- Staff do not promote equality of opportunity or understanding of diversity effectively and this disadvantages individuals or groups of learners.
- Staff lack expertise and the ability to promote learning and learners do not see its relevance to their everyday lives and planned next steps.

## **Personal development, behaviour and welfare of learners**

Judgements in relation to the Prevent duty including exemplifying and finding opportunities to promote British values in: Personal development, behaviour and welfare of learners

- how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and how well they understand the risks posed by adults or young people who use

the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults

- how well learners know how to keep themselves fit and healthy, both physically and emotionally
- the extent to which learners feel and are safe and have a good understanding of how they can raise concerns if they do not feel safe; the confidence that any concerns they may have are taken seriously and followed through appropriately
- learners' understanding of their rights and responsibilities as a learner and, where relevant, as an employee, as citizens and consumers in the community; and how well they work cooperatively with others in all settings and promote good and productive working relationships with their peers, employees and employers
- the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain
- whether learners comply with any guidelines for behaviour and conduct stipulated by providers or employers and manage their own feelings and behaviour at work and during learning sessions.

### **Grade descriptors: the Prevent duty including the promotion of British values: Personal development, behaviour and welfare**

#### **Outstanding (1)**

- Staff and learners deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. They work well with the provider to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- The provider's open culture actively promotes all aspects of learners' welfare. Learners are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Learners have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- The personal and social development of learners equips them to be thoughtful, caring and active citizens.

#### **Good (2)**

- Learners show respect for others' ideas and views.
- Learners are punctual and prepared for learning sessions at the provider or in the workplace. They bring the right equipment and are ready to learn.
- Parents, staff, employers and learners have no well-founded concerns about personal development, behaviour and welfare.
- Staff are quick to tackle the rare use of derogatory or aggressive language, at the provider or in the workplace, and always challenge stereotyping.
- Staff promote clear messages about the impact of bullying and prejudiced behaviour

on learners' well-being. Learners work well with the provider to tackle and prevent the rare occurrences of bullying.

- The provider's open culture promotes all aspects of learners' welfare. They are safe and feel safe. Learners have the knowledge and understanding, where appropriate, to stay healthy, form positive relationships and to prevent the misuse of technology.

**Requires improvement (3)**

- Personal development, behaviour and welfare are not yet good.
- Learners are safe and feel safe at the provider and, where relevant, in the workplace.

**Inadequate (4)**

**Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.**

- A significant minority of learners show a lack of respect and self-discipline. Learners ignore or rebut requests to moderate their conduct and are not adequately prepared for progression or the world of work.
- A significant minority of learners do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying, prejudiced and discriminatory behaviour, both direct and indirect, are frequent. Learners have little confidence in the provider's ability to tackle bullying successfully.