



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Cymry Ifanc
Young Wales

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Respect and resilience

Developing community cohesion – a common understanding for schools and their communities



Guidance

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Mae'r ddogfen hon ar gael yn Gymraeg, ac mewn ieithoedd a fformatau eraill ar gais.
This document is available in Welsh, and in other languages and formats on request.

Respect and resilience

Audience	Governing bodies and headteachers of maintained and independent secondary schools, special schools and pupil referral units in Wales. Local authorities; Children and Young People's Partnerships; Community Safety Partnerships; chairs of Local Safeguarding Children Boards; diocesan directors; teacher and other unions; teacher training institutions; maintained and voluntary youth services; national and local bodies in Wales concerned with developing community cohesion.
Overview	This is a guidance and good practice document that aims to support the development of community cohesion and preventing violent extremism in all secondary schools, pupil referral units, special schools and other educational settings.
Action required	To take due note of the guidance and good practice in order to support schools in their role in developing and supporting strategic approaches to promoting and maintaining community cohesion and preventing violent extremism.
Further information	All enquiries about this information document should be sent to: Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 6001/6820 e-mail: DCELLSCommunityCohesion@wales.gsi.gov.uk
Additional copies	This document can also be accessed from the Welsh Assembly Government website at www.wales.gov.uk/educationandskills
Related documents	<i>Getting On Together – a Community Cohesion Strategy for Wales</i> (2009) <i>School Effectiveness Framework</i> (2008) <i>Guidance for the inspection of secondary schools from September 2010</i> (Estyn, 2010)



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Ministerial foreword

Getting On Together - a Community Cohesion Strategy for Wales sets out the Welsh Assembly Government's commitment to achieving a fair and just society; a place where all citizens are empowered to determine their own lives and shape the communities in which they live.

Community cohesion as a strategic aim can only be achieved through practical support across a broad range of policy and service delivery. The reality is that community cohesion is everyone's responsibility. Learning has the potential to be a very powerful tool in promoting integration and mutual respect. Participating in learning can take place at different times in our lives and there are a host of settings in which it can be accessed. This presents invaluable opportunities for positive cohesion messages to be promoted through learning experiences across all age groups and backgrounds.

This document has been produced to provide guidance and advice to schools on how they can further develop this highly important area of policy in line with the School Effectiveness Framework.

It is clear that schools which are community focused, and the teachers and staff who work with young people have a crucial role to play in ensuring that they have a safe and supportive environment in which to question things, but also to understand and foster tolerance and respect for others. We need to work together to stop individuals, especially young people, being drawn into illegal activities associated with violent extremism.

We have consulted widely with schools, teachers, unions, the Police and others to draw together this guidance and are confident that you will find it a valuable source of information and advice in tackling an extremely challenging and critically important area of policy.



Leighton Andrews AM
Minister for Children,
Education and Lifelong Learning



Carl Sargeant AM
Minister for Social Justice
and Local Government

Executive summary

Wales needs strong, resilient and harmonious communities that can respond effectively to the increasing pace and scale of economic, social; and cultural change in the 21st Century. The purpose of this guidance and advice document is to support schools and their partners to develop approaches that promote and maintain community cohesion. Whilst recognising that we are living in increasingly diverse communities, experience has shown us that local tensions can quickly develop. We also recognise that some of our learners are vulnerable, they may become radicalised and potentially become engaged in violent extremist activities.

Schools, Local Authorities and their partners need to actively engage in the further development of community cohesion and build on the work that is currently undertaken on a daily basis in our schools.

Part 1: Introduction

This guidance and advice document sets out the role that schools have in developing and supporting strategic approaches to promoting and maintaining community cohesion and preventing violent extremism.

The guidance builds on current policy and practice. Much of the work all schools will be doing already but it will enable schools to review their work as part of their process of self evaluation. The guidance is extensive and schools will need to differentiate their response depending on how well developed their work is with respect to the development of community cohesion.

The guidance is consistent with the principles of the School Effectiveness Framework and relates the recommended activities to the Estyn Common Inspection Framework.

Part 2: What is community cohesion?

Community cohesion is defined in the broad sense. It is essential that all schools embrace the definition and recognise the range of issues that can impact upon community cohesion. The views of learners are included and it highlights what is their understanding of community cohesion.

Part 3: The Welsh context

- The most significant terrorist threat to the UK is currently from Al Qa'ida, and in Wales we must recognise the impact of other racist and fascist organisations.
- There is evidence that vulnerable young people are being recruited to the Welsh Defence League and other extremist groups.
- Schools should be aware of and have an understanding of community tensions.
- It is important that a school develops links with their Community Safety Partnerships and neighbourhood policing teams.

Part 4: What the UK Government and Welsh Assembly Government is doing to prevent violent extremism

To respond to the threats posed by extremist groups the UK Government has developed a range of strategies aimed at preventing people becoming terrorists or supporting violent extremism.

- The causes of violent extremism and the process of radicalisation is outlined.
- Extremists use persuasive narratives to attract people to their cause based on a particular interpretation or distortion of history, politics or religion.
- There is no single profile of a person likely to become involved in extremism, or a single indicator of when a person might move to adopt violence in support of extremist ideas.

However we need to be able to respond to concerns relating to a young person whom we believe to be at risk. The well established child protection procedures help to protect our vulnerable young people and we are recommending schools and local authorities need to establish a clear link within their own authorities ideally with a named police officer.

Part 5: Schools and their communities - effective approaches to community cohesion

Community cohesion needs to be addressed by the whole school community, not just teachers and learners, but parents, carers, governors, visitors and any adult who works with young people.

- It is not the responsibility of one subject area.
- It is not a series of discrete concepts or lessons confined to the classroom.
- It is not the responsibility of just one teacher.
- Schools will need to raise the awareness of all staff of the importance of developing and maintaining community cohesion.

Community cohesion is firmly embedded in the Common Inspection Framework and this is signposted throughout Part 6: Advice for Schools and in Appendix 6. Appendix 5 provides information in relation to thematic reports undertaken by Estyn.

Part 6: Advice for schools

Schools will need to use the following sections to determine what work needs to be undertaken.

The guidance builds on current policy and practice and should enable schools to review their work as part their process of self evaluation.

The guidance is extensive and this illustrates the importance of all staff engaging in the development of community cohesion.

Schools will need to differentiate their response depending on how well developed their work is with respect to the development of community cohesion in terms of the context of the school and the communities it serves. For example schools can build on the work they already do in:

- Promoting the United Nations Charter for the Rights of the Child.
- Promoting the seven core aims of 'Rights to Action'.
- Building the role of the community focus of schools.

- Building the resilience of the school through the delivery of Education for Sustainable Development and Global Citizenship (ESDGC).
- Multi-agency working to protect vulnerable children.

Part 6.1 Leadership

Governors, school leaders and staff at all levels should be involved in ensuring that the schools' vision and ethos upholds the core moral purpose of better learning outcomes and wellbeing for all children and young people regardless of their socio-economic background.

Effective leadership also involves ensuring that learners are encouraged and supported to become involved in decision-making on issues that affect their learning.

There is a clear need for staff to develop their skills to deal with sensitive and controversial issues in their classrooms. The establishment of professional learning communities will provide the opportunity for staff to address this need.

Part 6.2 Working with others

Community focused schools play a pivotal role in the development of community cohesion. Effective community focused schools will ensure that families and the broader community are engaged, including religious groups, statutory agencies and the voluntary sector. Working with other agencies will help address the wellbeing and aspirations of individual learners. Harnessing the expertise of others and maximising the use of the schools' resources will improve learner outcomes and wellbeing.

Part 6.3 Curriculum and teaching

High quality teaching which promotes human rights and is adapted to recognise local needs and challenges extremist narratives will build community cohesion and resilience to violent extremism. Teachers will need to build confidence to handle sensitive and contentious issues that increasingly arise across the curriculum particularly if young people are vulnerable to radicalisation and adopt extremist narratives.

The school curriculum in Wales, the 14-19 learning core and cross curricular elements such as education for sustainable development and global citizenship provide many opportunities for learners to gain a greater understanding of global issues. A wide range of resources to support the curriculum and teaching are identified in Appendices 1 to 3.

Part 6.4 Intervention and support

Staff in schools are in the best position to support vulnerable learners. They must feel confident to take preventative and responsive steps to support learners who indicate that they could be vulnerable to radicalisation and being drawn into violent extremist activity. There are a range of signs and behaviours that a school may come across and they will need to judge whether targeted or specialist interventions are required. Schools must ensure that a lead member of staff is identified who can act as a source of advice for others and lead on engaging with external partners.

Part 6.5 Managing risks and responding to events

Although there are very few instances of young people being exposed to violent extremist messages within schools, this is a risk which schools need to be aware of. The harmful influences on learners may come from governors, staff, parents, other learners and external groups. Examples of legal and contractual powers that may be relevant are set out in Appendix 4.

Accessing inappropriate resources through the use of ICT systems, mobile phones and other interactive devices poses a threat and the school should ensure that it has a clearly understood Acceptable Use Policy.

Schools also need to consider how they respond to events that occur locally, nationally or internationally and how they may impact on community cohesion.

Conclusion

The guidance and advice is extensive; it is not exhaustive and it does not aim to be prescriptive - schools and local partners will need to develop responses that are tailored to meet the needs of the community that it serves. Promoting community cohesion is an inherent part of the work that schools undertake on a day-to-day basis. The measure of the success of the work is that in years to come the schools and communities which we value so highly in Wales continue to be good places to live, places characterised by mutual respect, places where people can and do get on together.

1. Introduction

This section includes the following information:

Introduction

Aims of the guidance

Who is the guidance for?

Status and structure of the guidance document

Building on existing work in schools

Introduction

This is a guidance and good practice document to support schools in their role in developing and supporting strategic approaches to promoting and maintaining community cohesion and preventing violent extremism.

The Welsh Assembly Government recognises the key role of schools in promoting positive relationships within the community. *'Getting On Together - a Community Cohesion Strategy for Wales'* sets out the links between community cohesion and learning.

Schools directly support local community cohesion by providing children and young people with strong and positive messages to encourage mutual understanding and respect. This is not only through the curriculum but also in creating a positive ethos in the community life of the school. Schools can promote respect for local cultural history and work to build respect for cultural, ethnic, religious and linguistic diversity amongst the school community. They have an important role in developing children and young people as active citizens. Children and young people are citizens in their own right and the holders of human rights as well as rights under the UN Convention on Rights of the Child.
<http://www2.ohchr.org/english/law/crc.htm>

There is a broad range of activity - reflecting the reality that community cohesion is everyone's responsibility. Our young people have the potential to promote community cohesion and through education we can dispel fears and build greater resilience to extremist views.

Community cohesion, however, as a strategic aim can only be achieved through practical support across a broad range of policy and service delivery areas. Research has shown that among other factors education and housing can have a significant impact on how well a community gets on together.

The *'Getting On Together - a Community Cohesion Strategy for Wales'* emphasises the value of local partnerships, the important role of organisations that are working at community level and

readily acknowledges that the engagement of people living in communities is vital. A community which works well together in these ways is also a community which is likely to be resilient when external challenges arise or internal tensions develop.

Aims of the guidance

The guidance seeks to:

- Define community cohesion.
- Raise the **awareness** of schools of the important role they play in ensuring community cohesion and preventing violent extremism.
- Help schools understand the **positive contribution** they can make to empowering young people to create communities that are more cohesive and resilient; protecting the wellbeing of particular learners or groups who may be vulnerable to being drawn into violent extremist activity.
- Provide **information** about:
 - the causes of violent extremism
 - preventative actions taking place locally and nationally
 - where schools can get additional information and advice.
- Provide advice on **managing risks** and responding to incidents locally, nationally or internationally that might impact on community cohesion.

Who the guidance is for

This guidance is for all secondary, pupil referral units and special schools in Wales including independent schools. It is also relevant for youth workers and other adults who work with young people.

The guidance is designed principally for school leaders to use in reviewing school practice and in briefing staff. Certain sections, such as advice on developing the curriculum will be particularly relevant to curriculum leaders and teaching staff.

Status and structure of the guidance document

The guidance is intended to complement and be consistent with the principles of the School Effectiveness Framework and with Estyn guidance in the Common Inspection Framework. This guidance does not impose any new requirements on schools. It includes core information and advice for reviewing school practice and developing partnership working. Highlighted at the end of each sub-section are actions that schools may need to undertake and how that section relates to the Estyn Common Inspection Framework.

Local authorities should provide schools with customised information and contact details relevant to their local area to accompany the guidance. Sections where local information should be sought are indicated.

Building on existing work in schools

The guidance aims to build on existing good practices and enable schools to review their work. The Welsh Assembly Government's strategy for promoting community cohesion is outlined in the strategy document 'Getting on Together - a community cohesion strategy for Wales'. The agenda for preventing violent extremism has five main approaches designed to address the factors that research suggests can cause people to become involved in this form of criminal activity. These are explained on page 23.

2. What is community cohesion?

This section includes the following information:

Introduction

Definition of community cohesion

What learners say

Introduction

Which of these do you think are Community Cohesion issues?

- Polish workers moving in to UK communities to work in specific industries and bringing their families with them.
- Somali refugees in Cardiff, Swansea or Wrexham Youngsters congregating on street corners.
- Ex-offenders trying to resettle in communities.
- Homeless people.
- Creating a community home for adults with learning difficulties.
- A group of Gypsies and Travellers moving on to local waste ground.
- English speaking families moving to homes in Welsh speaking communities.
- People with mental health problems being integrated into communities.
- Older people with disabilities who are housebound.

The answer is **all** of them.

There is consequently no single universally shared understanding of what community cohesion means. The term 'community' itself is used for different purposes - including to describe the people living alongside each other in a residential area, (even neighbourhoods where people have little interaction) or to refer to particular groups of people who come together because of shared interests and experience. The definition of community can convey a sense of regional, national and international identities.

A definition of community cohesion:

"Community Cohesion is what must happen in all communities to enable different groups of people to get on well together. A key contributor to community cohesion is integration which is what must happen to enable new residents and existing residents to adjust to one another."

At its simplest the term 'community cohesion' is used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. Where every person has the equal chance to participate and has equal access to services. It is about integration, valuing difference and focusing on the shared values that join people together. It conveys a sense of acceptance and integration and of developing shared values. It is also concerned with supporting communities to be resilient when problems and tensions arise.

Learners in schools have made the following statements about community cohesion

"Community cohesion is important because you need to know the people around you."

"I like my school community because it's like a jigsaw puzzle. Without one piece it's never complete."

"Community cohesion is the mixing of different cultures. It helps people connect and find their similarities rather than concentrate on minor and cosmetic differences."

"The school community group I am in helps me to see what other people are really like, instead of assuming stuff about them, like what they might be thinking or feeling. It means you don't judge people before you know them."

"I believe that for community cohesion to exist, we must accept everyone's individuality and also equality. For this to succeed we must start from the schools. The school helps us understand this, therefore we can take it into the outer community and all aspects of everyday life."

3. The Welsh context

This section includes the following information:

Introduction
National threats
The local picture

Introduction

Wales has a rich heritage of cultural and ethnic diversity stretching back over the centuries.

The Welsh Assembly Government's aim is for Wales to continue to be a nation where diversity is valued and everyone is accepted regardless of race, gender, disability, sexual orientation, age or religion/belief.

We need to consider ways in which all members of our society feel that they belong, can contribute and are accepted in order to make our society more cohesive. Within any community there is a wealth of knowledge and experience which, if used in creative ways, encourages high levels of participation and can be channelled into positive, collective action.

Wales is also a democracy underpinned by certain values, including freedom of speech and opinion, equality before the law, religious freedom, protection of minorities, tolerance, fairness and justice. While people may hold different beliefs and opinions, it is important that these values can be shared, practised and upheld by different groups of people.

Creating opportunities for people to interact and work on projects of shared values is critically important in a society where there are frequent changes in population. People have migrated to Wales from many parts of the world for centuries, bringing new skills, expertise, cultures and beliefs. These ongoing changes can also present challenges, including different types of discrimination or conflicts of values, and can lead to some people becoming isolated. Giving people the opportunity to interact and make a contribution to their community builds bridges, dispels myths and develops a shared sense of belonging.

However there is a clear need to understand the broader issues that may impact upon community cohesion such as violent extremist activity that might be linked to a wide range of issues.

National Threats

The UK Government assesses that the UK is a high priority target for national and international terrorists. This potential threat could emerge from a number of sources. Terrorists aligned with Al Qai'da are likely to remain a threat for the foreseeable future. In practice, this means a threat from British nationals and UK-based terrorists as well as from foreign terrorists planning attacks from abroad.

The majority of violent extremist networks are located in major urban conurbations such as London, Greater Manchester and the West Midlands. However arrests in Newtown, Blackwood, Hirwaun and Caernarfon also demonstrate that violent extremists are active in Wales.

Experience suggests there is no typical profile of UK-based violent extremists influenced by Al Qa'ida. They can come from a range of geographical areas, from different ethnic and cultural backgrounds and may include converts to Islam. The nature of support for violent extremist activity varies but can include recruiting others, increasingly via the internet; training, fundraising and procurement of support for terrorist activities. Training can include outward-bound type courses to encourage bonding either in the UK or in camps operated by Al Qa'ida overseas.

In addition to the severe threat posed by Al Qa'ida-influenced groups, dissident Irish republican terrorist groups who oppose the Northern Ireland peace process still pose a threat to British interests. Other UK-based extremist groups including racist and fascist organisations and far-right extremist groups also pose a threat to public order in Wales, as shown by the increase in the number of demonstrations by the Welsh Defence League in cities and other areas in Wales. These groups often aspire to campaigns of violence against individuals, families and particular communities and, if unchecked, may provide a catalyst for alienation and disaffection within particular ethnic communities. Evidence suggests that the route to violent far-right extremism often begins with organisations

seeking to recruit young people and even arranging specific training activities that include encouraging the use of guns and knives.

The Security Service's appraisal of terrorist threats currently facing the UK can be found at:

<https://www.mi5.gov.uk/output/the-threats.html>

A list of the groups or movements that espouse the use of violence and meet the conditions for being banned - proscribed - under counter-terrorism legislation is at:

<http://www.homeoffice.gov.uk/publications/counter-terrorism/proscribed-terror-groups/>

'As a country, we are rightly concerned to protect children from exploitation in other areas. We need to do the same in relation to violent extremism. As I speak, terrorists are methodically and intentionally targeting young people and children in this country. They are radicalising, indoctrinating and grooming young, vulnerable people to carry out acts of terrorism. This year, we have seen individuals as young as 15 and 16 implicated in terrorist-related activity.'

Director General of the Security Service speech to the Society of Editors' Annual Conference, 5 November 2007

The Local Picture

The challenge from violent extremism and activities of different groups will vary across the country.

It is important that schools understand and keep up to date with specific local issues affecting their communities. Local authorities, Community Safety Partnerships and police will be able to help schools gain an overview of current local issues.

Schools can also help local authorities and police understand tensions affecting their learners. Schools will observe or hear how communities are feeling, they may witness an event that

has happened, or be aware that something might happen. In all situations information from schools is important to help the local authority or police gain a whole community view and so protect young people from harm or causing harm.

I - local information required

4. What the UK Government and Welsh Assembly Government is doing to prevent violent extremism

This section includes the following information:

Introduction

Roles of local agencies and partners

Understanding the causes of violent extremism

Common factors emerging regarding the process of radicalisation

What might cause a young person to be 'vulnerable' to radicalisation

Protecting vulnerable and less resilient members of our schools and communities

Key points

Introduction

The UK Government has a range of counter-terrorism strategies that aim to prevent people becoming terrorists or supporting violent extremism.

These strategies have been designed to address the factors that research suggests can cause people to become involved in Al Qa'ida-associated violent extremism. These factors are also relevant to preventing other forms of violent extremism.

The main strategies that have been adopted are:

- **challenging** the violent extremist ideology and supporting mainstream voices
- **disrupting** those who promote violent extremism and supporting institutions where they may be active
- **supporting** individuals who are being targeted and recruited to the cause of violent extremism
- increasing the **resilience** of communities to violent extremism
- **addressing grievances**, both genuine and perceived, that ideologues are exploiting. These can stem from national or international issues - for example relating to foreign policy, or perceptions of distorted media representation; or be based on local perceptions of inequality or experiences of racism or community conflict.

Activities are taking place at a local, national and international level under each of these approaches, in partnership with community organisations. At the local level statutory partners are working through the Community Safety Partnerships and with a range of community organisations that are often best placed to help vulnerable young people and are better equipped to challenge violent extremism ideology of any form. Many of these activities are focused on working with young people.

In addition to these strategies, 'Getting on Together - a community Cohesion Strategy for Wales' sets out how the Welsh Assembly Government is working in partnership with Muslim communities, local authorities, the police and the UK Government to prevent violent extremism.

There are also a range of policies, locally and nationally, to tackle racism and inequalities and to promote cohesion and interfaith relations. These include activities to prevent young people from joining far-right and other violent organisations, often falling under the umbrella of preventing hate crime. This is all under pinned by the Welsh Assembly Government's Single Equality Scheme which outlines the key commitment to the "One Wales" vision which promotes equality of opportunity for all, and the recognition and valuing of diversity.

<http://wales.gov.uk/topics/equality/publications/sesfull/?jsessionid=X7chMGQNBpLL9dZK9sThGJyT1RQgppGmVY2f2712tdbHIQlqRLX2!-25131489?lang=en>

'A strong civil society is one that is not afraid to critique but which has people with the skills and dispositions to engage in this without violence.'

Professor Lynn Davies, 'Educating Against Extremism'

Roles of local agencies and partners

The All Wales Partnership Response to the Prevention of Terrorism and Violent Extremism: A Delivery Plan highlights the need for local partners to review progress and to self assess the effectiveness of their activities to counter violent extremism. It encourages local areas to implement an appropriate and proportionate preventing violent extremism action plan. These will involve a range of partners led by the local authority, the police and other statutory and voluntary agencies and include the active involvement of local communities. The range of activities will vary depending on scale of the challenges in the local area.

All 22 Community Safety Partnerships in Wales have been encouraged to adopt a self assessment framework that seeks to monitor progress in building resilience to violent extremism', including the extent of their partnership working.

Schools are in an excellent position to know what is going on in the communities they serve, through their well-developed relationships with learners, families, employers and community organisations. They will be aware of the tensions and concerns facing communities, and the events and activities which could give rise to concerns. Schools should, therefore, seek to actively engage in local partnership working on the prevention of violent extremism and on promoting community cohesion. Links with Neighbourhood Policing Teams, and ideally a single named officer, are important for the sharing of a range of information. Local authorities, the police and other partners can also be a source of support and advice for schools on issues concerning extremism and engagement with local community organisations.

It is important that all staff know and understand what to do when they have concerns relating to a young person whom they believe to be at risk. It is recommended that the Child Protection officer is designated for managing any concerns raised about individual learners.

I - local information required

Understanding the causes of violent extremism

We have a growing body of knowledge about the path followed by those who have become involved with Al Qa'ida-associated violent extremism from research and from case histories of those who have attempted or perpetrated terrorist acts.

Evidence suggests that this path, or 'radicalisation' process, is not linear or predictable. The length of time taken can differ greatly from a few weeks to years and proceeding down a radicalisation path does not always result in violence.

For some, but not all, of those who have become involved in violent extremism, the transition to post secondary school learning was a crucial time. However the secondary school age period was often when the process of radicalisation started which eventually tipped them into choosing to undertake violent or criminal acts.

Common factors emerging regarding the process of radicalisation:

Contact with recruiters

Although there are isolated reported incidents of 'self-radicalisers'; young people will generally become involved in violent extremist movements under the influence of others. Initial contact could be via peers, older siblings, other family members or acquaintances. The process of radicalisation can often be a social one.

Interaction is most likely to be outside of the school setting, often in unsupervised environments such as gyms or cafés, or in private homes.

Access to violent extremist material

Access in the past has often been via leafleting and local contacts but evidence suggests that alongside this the internet is now playing a much more important role - both violent extremist videos and propaganda are accessed via websites and contacts made and events planned via social networking sites.

Use of extremist narratives

Violent extremists of all persuasions usually attract people to their cause through a persuasive narrative:

- to explain why I/my family/my community am/are experiencing disadvantage/suffering/lack of respect e.g. perceived persecution, inequality, oppression by a governing class, national or international politics
- to explain why the conventional family/school/community solutions do not provide answers to the core grievances

- e.g. 'the law does not protect us, my family is isolated from 'real life' and does not know what it is like for young people'
- and then go on to justify violent or criminal remedies - either in local, or national settings e.g. 'we need to force a change of views, the only way to achieve change is through action' or 'we need to avenge a wrong we have suffered'
 - in some cases the cause is part of a wider global movement which may claim a political, ideological or theological basis, however distorted.

Extremist narratives have the potential to influence views to varying degrees:

- inspiring new recruits
- helping to embed beliefs of those with established extreme views
- persuading others of the legitimacy of their cause.

What might cause a young person to be 'vulnerable' to radicalisation?

There is no single profile of a violent extremist or a single radicalisation pathway, but based on evidence from past cases, there are a range of factors that may cause a young person to be vulnerable and more likely to be attracted to a path of radicalisation. It is important to note that the presence of one or more of these factors will not necessarily lead to radicalisation or engagement in violent activity and every case will need to be considered on an individual basis.

However, it does appear the decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self esteem of the individual and promote their 'street cred'
- is likely to involve identification with a charismatic individual and

attraction to a group which can offer identity, social network and support

- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism, discrimination, humiliation, alienation and injustice.

Lessons from recent case histories about factors that may make young people susceptible to exploitation by violent extremists:

Identity crisis

Adolescents exploring issues of identity can feel both distant from their parents' cultural and religious heritage and uncomfortable with their place in society around them. Extremist ideas can help provide a sense of purpose or feeling of belonging.

Personal crisis

This may for example include significant tensions within the family which produce a sense of isolation of the young person from the traditional certainties of family life.

Personal circumstances

The experience of migration, local tensions or events affecting families in countries of origin may contribute to alienation from UK values and a decision to cause harm to symbols of the community or state.

Not in Education or Employment

Young people may perceive their aspirations for career and lifestyle undermined by limited school achievement or employment prospects. This can translate to a generalised rejection of civic life and adoption of violence as a symbolic act.

Criminality

A young person may have been involved in group offending or, on occasion, linked to organised crime and be drawn to engagement in extremist, potentially criminal, activities.

There is some similarity with the factors researchers have found that are likely to contribute to the radicalisation of young people and their participation in a violent extremist group:

- ideology and politics
- provocation and anger
- need for protection
- seeking excitement and action
- fascination with violence, weapons and uniforms
- youth rebellion
- seeking family and father substitutes
- seeking friends and community
- seeking status and identity.

Protecting vulnerable and less resilient members of our schools and communities is a key responsibility.

Young people are exposed to new influences and may be vulnerable to potentially risky behaviours as they pass through adolescence and begin to explore ideas and issues around their identity.

The range of risks includes:

- drugs and alcohol misuse
- influence from peers
- influence from older people
- influence via the internet.

School learner support systems should assess 'vulnerability' to being radicalised by violent extremists in the context of a wide range of risks to learners:

- Substance and alcohol misuse.
- Crime and antisocial behaviour.
- Bullying, including cyber bullying.
- Domestic violence and a range of family tensions.
- Street group or gang issues in localities.

Schools must follow safeguarding procedures and use the Common Assessment Framework (CAF) as a tool to support their assessment of vulnerability and the appropriate sharing of information with local partners. Police engagement in multi- agency panels with schools can be a major contribution to the prevention of a range of risky behaviours and potential harm.

Schools are also encouraged to work with local police on awareness of local community issues and tensions which may also be contributory factors to radicalisation.

Key points

- **Extremists use persuasive narratives to attract people to their cause based on a particular interpretation or distortion of history, politics or religion.** Education can play a powerful role in encouraging young people to challenge ideas, think for themselves and take responsibility for their actions. The curriculum and teaching section of this document provides suggestions for how to do this.
- **In taking into consideration the causal factors that are likely to contribute to a young person becoming involved in violent extremism there is no obvious single profile or indicator of when a person might move to adopt violence in support of extremist ideas.** The starting point for schools, as in all learning, is knowing their learners, listening and responding to their changing needs. If members of staff do have concerns about a change in behaviour patterns, they should seek advice from the head teacher/designated child protection officer and use their professional judgement to consider whether a young person might be at risk. The intervention and support section provides practical advice.
- **The particular risks to learners and for school communities from violent extremist groups will vary across the country.** Schools should seek advice from their local authorities and the police (via their school community police officer or the neighbourhood police officer) on their local context and make sure mechanisms are in place to keep abreast of local issues.

- There will be a **range of activities taking place in local areas** aimed at the prevention of violent extremism which may be relevant to schools or the school community. Local authorities can help individual schools to become involved in local partnership working and understand what resources and projects are available locally.

Links to additional resources:

- Office for Security and Counter-terrorism: Information about the current terrorist threat,
<http://security.homeoffice.gov.uk/terrorist-threat/index.html>

5. Schools and their communities - effective approaches to community cohesion

This section includes the following information:

Introduction

Community cohesion is not

For schools community cohesion means

For teachers this means

For learners this means

Introduction

Community cohesion needs to be addressed by the whole school community, not just teachers and learners, but parents, carers, governors, visitors and any adult who works with young people.

Community cohesion is not:

- the responsibility of one subject area
- a series of discrete concepts or topics confined to the classroom
- the responsibility of just one teacher in the school
- about transmitting a set of answers to learners.

To be effective community cohesion needs to be embedded across the curriculum and infused throughout the life of the school.

There must be an awareness of what this means:

For learners this means:

- being encouraged to care for themselves, each other and other members of their wider community
- respecting themselves, respecting others and celebrating diversity
- appreciating their role in the school community, the local community and the global community
- discovering that, whatever they are studying, there are connections with the “big picture” of the wider world
- gaining skills and exploring issues in ways which will enable them to make up their own minds and decide how to act in terms of ensuring community cohesion.

For teachers this means:

- contributing to a whole school approach to developing community cohesion
- preparing learners for the new challenges that will be a part of their future such as living in a more diverse community
- developing learners' global perspective to recognise the complex and interrelated nature of their world
- adopting an approach to teaching and learning that will enable learners to explore controversial issues with the appropriate level of knowledge and understanding, in a balanced and professional way
- building the skills that will prepare learners to think critically, think laterally, link ideas and concepts, and make informed decisions.

For schools community cohesion means being:

- part of the promoting the 'Rights to Action' outcomes for all especially equalities and community cohesion
- part of the ethos, pedagogy, organisation and partnership working of the school that creates a resilient and cohesive community
- inherent in the way the school is organised and managed as a partner in the community
- something that requires schools to develop as well as teach
- something that needs to be reflected in the School Effectiveness Profile
- something that Estyn will inspect as part of the Common Inspection Framework; there are many references to community involvement.

6. Advice and guidance for schools

This section includes the following information:

Universal, targeted and individual support

Sub-sections to Chapter 6



Introduction

Schools should contribute to community cohesion using a tiered approach at three levels, similar to the way they contribute to prevention of other risky behaviour:

Tier 1: Support to individuals

- Provide effective learner support processes
- Raise staff awareness on key issues
- Form good links with families, police and other partner to share information
- Access external support from statutory or voluntary organisations

Tier 2: Targeted activities

- Use curriculum opportunities to challenge extremist narratives
- Allow space for debate and increase staff confidence in discussing controversial issues
- Understand local issues and tensions with help from local authority and police
- Develop a network of community contacts and links with mentors and role models

Tier 3: Universal actions

- Embedding the schools approach to Community Focused Schooling
- Use of the curriculum to ensure that community cohesion issues are addressed
- Promote Rights to Action, community cohesion, equalities and well-being
- Embed multi-agency working to ensure that all learners are supported
- Encourage active learner participation and learner voice
- Links with families and local communities

In the following sub-sections advice is offered to schools and other educational settings under the following headings:

- Leadership (Sub-section 6.1)
- Working with Others (Sub-section 6.2)
- Curriculum and Teaching (Sub-section 6.3)
- Intervention and Support (Sub-section 6.4)
- Managing Risk and Responding to Events (Sub-section 6.5)

The advice provided highlights the areas which schools need to consider carefully and take actions appropriate to the context of the school and the communities it serves. School leaders will need to review who is responsible for leading the development of the different aspects of community cohesion. Highlighted at the end of each sub-section are actions that the school may need to undertake and how that section relates to the Estyn Common Inspection.

6.1 Leadership

This section includes the following information:

Introduction

Developing community cohesion and preventing violent extremism in schools

Promoting the core values of a democratic society and modelling the process

Building staff understanding of their roles and confidence in their skills

Introduction

This sub-section sets out how staff in schools contribute to developing community cohesion and preventing violent extremism through:

- their leadership role within the school and its community
- the values promoted by the school and the curriculum as a whole

There are particular leadership strategies and specific values that enable a school to play a vital role in developing community cohesion. All partners involved in the education of children within the community (learners, parents, school leaders, governors and other community partners) should inform and understand these strategies and values. Governors, school leaders and the staff at all levels should be involved in developing, understanding and sharing these strategies and skills.

6.1.1 In developing community cohesion and preventing violent extremism in schools leaders need to:

a. Develop a clear vision and ethos

This should be based on the overall vision for the Welsh Assembly Government's vision for children and young people in 'Children and Young People: Rights to Action' (2004) and the promotion of the United Nations Convention for the Rights of the Child.

Possible school actions:

- reviewing value statements to ensure that they are inclusive of all learners
- reviewing curriculum provision and learner participation and support processes
- reviewing how the school promotes human rights
www.uncrcletsgetitright.co.uk/

b. Promote opportunities for learners to engage in global education through the curriculum

Education for sustainable development and global citizenship in schools (ESDGC) provides a clear framework for promoting global citizenship.

Possible school actions:

- to review how the school delivers ESDGC. See ESDGC: A common Understanding for Schools (2008) <http://www.esd-wales.org.uk/>
- to review the school's position in relation to the model outlined in the position statement for ESDGC published by Estyn (2006) www.Estyn.gov.uk
- to review engagement in the International Dimension in Education (IDE) across the curriculum through the use of the IDE self-assessment tool circulated to schools in October 2010 <http://www.britishcouncil.org/wales.htm>
- link with other communities nationally, across Europe and internationally. Support and advice is available from:
 - Local Authority IDE and/or ESDGC Advisors
 - NIACE Dysgu Cymru www.niacedc.org.uk
 - the British Council <http://www.britishcouncil.org/wales.htm>

c. Recognise and meet the social, emotional and additional learning needs of all learners

Ensure that all learner's social, emotional and additional learning needs are met through the provision of an appropriate curriculum and that the school is fully inclusive.

Possible school actions:

- provide learners with the opportunities to demonstrate success through the development of personal and social skills. The Social and Emotional Aspects of Learning (SEAL) programme: provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within a school. The resources have been adapted recently to

reflect the Welsh context and are available bilingually. Separate Primary and Secondary programmes can be downloaded from: <http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/pseseal/secondaryresources/?lang=en>

- provide learners with preventative services that improve the emotional well being of learners and strengthen their resilience. 'Thinking Positively - Emotional health and well-being in schools and Early Years settings. <http://wales.gov.uk/topics/educationandskills/publications/guidance/thinkingpositively/?lang=en>
- identify and celebrate the progress made by learners in personal and social skills and record their achievements in terms of development of 'Social and Emotional Dispositions and Skills (SEDS). See 'Demonstrating Success a handbook for practitioners.' <http://demonstratingsuccess.co.uk/>
- Support for learners for whom English/Welsh is an additional language (EAL/WAL), and specific support for their teaching staff, to remove barriers to effective learning, enabling the learners to be integrated and achieve the highest possible level in English/Welsh. Ensuring that the acquisition and integration of language does not compromise the learners' cultural identity or lead to the loss of the home language
- support learners with Additional learning needs, encouraging schools and their partners to offer inclusive and supportive environments that promote equality of educational opportunity and access; safeguard vulnerable pupils; focus on raising the achievement of all learners and increasing their participation in their schools and communities.
See 'Inclusion and Pupil Support' <http://wales.gov.uk/topics/educationandskills/publications/circulars/2463797/?lang=en>

d. Promote a shared culture of openness and pluralism in the school and with the wider community, regardless of the specific status, location or faith affiliation of the school

Possible school actions:

- explore and promote diversity and shared values between and within communities through the curriculum the life of the school and the working practices of the school
- provide opportunities so that Islamophobia, anti-Semitism and other prejudices are challenged through assemblies and the formal curriculum
- provide access to forums where young people can express their views about community issues e.g. Youth Parliaments, Funky Dragon.

'Young people want more safe places to talk about the issues of terrorism and violent extremism. We need to train teachers and youth workers how to deliver these discussions to create the necessary environment for structured debate.'

**Rob, Clews, Project Safe Space,
UK Youth Parliament, 2009**

Resources

- 'Do we meet your standards?' National children and Young People's Standards Self Assessment Pack. May 2007. <http://www.funkydragon.org>
- 'Listening and Learning ... The Right Story.' <http://www.childcom.org.uk/uploads/publications/207.pdf>

'Listening and Learning ... the Right Story'

The **Children's Commissioner for Wales** has been working with children and young people from across Wales to identify what helps children have a positive learning experience.

The resource - which is aimed at all those people in Wales working in the education sector - includes messages from children and young people from across Wales about their learning experience and is packed with useful information about current policy developments and initiatives about children's participation. A fully downloadable resource includes the findings of the work with children and young people. There are 'Nine Key Messages' from children and young people for everyone who works with children and young people.

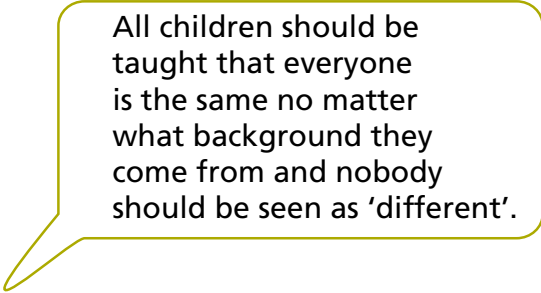
e. Promote a strong sense of belonging, shared community care and responsibility for others

Ensure that learners who may be isolated or families where language or culture might prove a barrier that they are supported. Education Minority Local Authority Services (EMLAS) will provide training for teachers, joint lesson planning and partnership teaching. In the best examples EMLAS build relationships with influential ethnic minority community leaders such as the local imam, to achieve compromises on such things as school uniform and prayer times. There needs to be an awareness of the variation in cultural beliefs that exist between different denominations within faiths. For example tensions may arise around arrangements for worship and curriculum provision.

Possible school actions:

- focusing support on those at risk of being isolated such as school phobics, Gypsies and Travellers, Asylum Seekers, Refugees.
- engaging with Ethnic Minority Local Authority Services (EMLAS) who work with schools to deliver EAL/WAL to the children of migrant workers, asylum seekers and refugees.

- seek support from the Gypsy and Traveller Education Services (GTES) within local authority areas to provide support for Gypsy and Traveller children. Where Gypsy and Traveller children also have EAL/WAL needs (as is often the case with European Roma), they are also eligible for support from EMLAS. EMLAS and GTES support is mainly funded by the Welsh Assembly Government, with some additional funding from local authorities and European funding.
- building ties with all local communities, seeking opportunities to work with youth clubs, voluntary groups, Black and Minority Ethnic groups, Looked After Children support groups, Communities First.



All children should be taught that everyone is the same no matter what background they come from and nobody should be seen as 'different'.

Comment taken from the report prepared by Save the Children for the Welsh Assembly Government 'Travellers and Gypsies: Generations for the Future.'

Resources

- The 'Faith Guides' is a website that contains advice about Guides to Christianity, Islam, Sikhism, Hinduism and Judaism. The guides aim to address the obligations in Equality Regulations to avoid discrimination on grounds of religion and belief and help toward an understanding of those areas likely to give rise to offence. <http://www.multiverse.ac.uk/ViewArticle2.aspx?Keyword=faiht+g+uides&SearchOption=And&SearchType=Keyword&RefineExpand=1&ContentId=14050&TextSize=Large>

- *Many Voices, One Wales*: a DVD guide to a range of effective strategies for promoting the attainment of learners from minority ethnic backgrounds. Excerpts can be found on [links to follow].
- Circular 003/2008 - Moving Forward - Gypsy Traveller Education, (March 2008): <http://wales.gov.uk/topics/educationandskills/publications/guidance/gypsytravellerchildren/?lang=en>
- Estyn remit reports containing good practice case studies:
 - Estyn remit report: Local authority support for the education of children of migrant workers, October 2009: <http://www.estyn.gov.uk/ThematicReports.asp>
 - Estyn remit report: How effective is provision for learners aged 16 to 19 years with English language acquisition needs? (July 2009): <http://www.estyn.gov.uk/ThematicReports.asp>
 - Estyn remit report: The impact of schools' race equality policies, (May 2009): <http://www.estyn.gov.uk/ThematicReports.asp>
 - Estyn remit report: Local authority support for the education of children of migrant workers (October 2009) <http://www.estyn.gov.uk/ThematicReports.asp>

Estyn Inspection Report

Pillgwenlly County Primary School in Newport has about 620 pupils.

Forty-four per cent of pupils are entitled to free school meals and nearly two-thirds have English as an additional language. There are 29 languages spoken across the school other than English or Welsh. In the school's inspection report this year, Estyn said: *"The quality of provision for equal opportunities is outstanding. A sense of fairness, acceptance, and inclusion completely permeates the school. Policies effectively promote equal opportunity, gender and race equality. In practice, the school takes full account of pupils' social, ethnic, linguistic and educational backgrounds to ensure that all are treated fairly and are equally well supported. The school is highly successful in promoting gender equality and in challenging stereotypical choices. "Outstanding arrangements are in place to eliminate bullying, harassment and racial discrimination. The majority of pupils in key stages 1 and 2 understand the 'Red card for racism' system and the 'listening boxes' to tackle bullying issues. Procedures effectively reflect the school's commitment to inclusion and the work of outside agencies such as the Gwent Education Minority-ethnic Service is invaluable in this."*

How one secondary school supports children of migrant workers when they first arrive.

Context

A rural secondary school has designated a learning support assistant to deliver an induction programme.

Strategy/action

During the first two to three days of arriving at the school, the children of migrant workers engage in an induction process. This includes providing language support to ensure that these children become familiar with such things as the school timetable, school uniform, lunch hour arrangements, school rules, how to use the school library and information regarding subject areas. This is an effective arrangement as it focuses on many practical issues, which are often overlooked by schools.

Outcomes

This approach to the induction and support for the children of migrant workers effectively meets their immediate needs and enables them to settle into school life well.

LOL Buddies Project

The LOL Buddies project involved Year 9 pupils in Ysgol Clywedog, Wrexham working with The British Red Cross.

Learners were trained to provide a peer befriending service to migrant learners experiencing integration and isolation issues within their school. This initially entailed daily drop-in sessions for the group of identified learners. This then led on to the development of 'buddying' support whereby individual 'buddies' provided direct practical and emotional help to individual migrant peers.

The group also undertook the responsibility for the development of awareness raising activities, such as assemblies in the school to highlight the difficulties faced by migrant learners and the challenges they faced in terms of integration into the community.

"I think this project helped people who need or want help on private problems, e.g. if someone is getting bullied, to gain confidence again. It could also help people make friends if they are new or foreign. It may also try to help foreign people to speak the English language more clearly. I think this project will make some people's environment happier than it used to be."

"I think the project helped children who are new to the school and possibly new to the area to get used to the Wrexham area and the school, and a chance for them to make new friends. They will be given the chance to solve problems, make new friends and be given advice."

Comments from learners involved in the LOL Buddies project

f. Challenge any behaviours that harm the ability of individuals and groups to work together and model ways to recognise grievance and repair harm

Possible school actions:

- review school 'anti-bullying' strategies to minimise hate and prejudice based bullying. 'Respecting Others: Anti-bullying Guidance.' Circular No: 23/2003 date of issue September 2003 <http://wales.gov.uk/publications/circular/circulars03/NAFWC232003?lang=en>
- use restorative justice approaches to resolve issues between learners. Youth Justice Board - 'Restorative Justice in Schools' <http://www.yjb.gov.uk/en-gb/>
- improve liaison with Youth Offending Teams (YOT)

SCHOOL ACTION: evaluate the evidence which would demonstrate to learners, staff and the community the school's commitment to community cohesion and integration.

**Estyn Common Inspection Framework:
Key Question 2 Provision**

2.3.1 provision for health and wellbeing

2.1.4 education for sustainable development and global citizenship

2.4.1 ethos, equality and diversity

6.1.2 Promote the core values of a democratic society and model the processes by:

- a. Upholding the rights to equality under the law by people regardless of gender, age, race, belief, ability or disability, sexual orientation**

Possible school actions:

- include clear statements to learners and parents regarding the core values of the school in 'Home School Agreements'. Home School Agreements: Guidance for Schools: Welsh Office Circular 27/99 wales.gov.uk/docs/dcells/publications/100223schooluniformen.pdf
- ensure that due note is paid to the recommendations in the WAG Action Plan '*Getting it right 2009 United Nations Convention on the Rights of the Child. A 5-year rolling Action Plan for Wales setting out key priorities and actions to be undertaken by the Welsh Assembly Government in response to the Concluding Observations of the UN Committee on the Rights of the Child 2008*'. <http://uncrcletsgetitright.co.uk/>

b. Promoting the use of due processes to resolve disagreements and to protect the vulnerable

Possible school actions:

- ensure that fair processes are in place for those who are harmed or affected by the actions of others. This may include referral to Educational Psychologists, school counsellors, advocacy services or via multi-agency partnership meetings to other services
- use restorative justice approaches to resolve issues between learners. Youth Justice Board - 'Restorative Justice in Schools' <http://www.yjb.gov.uk/en-gb/>

c. Modelling participatory and representative democracy by engaging and examining views expressed

The development of effective means whereby learners' voices are heard will include the School Council and local Youth Forums. There should be a wide range of other ways in which learners and young peoples voices can be heard e.g. Public Speaking competitions. These will provide young people with the opportunity to model the freedom of speech whilst protecting vulnerable learners and promoting critical analysis of the facts and evidence. Schools should pay particular attention to those learners who may be marginalised or excluded, and ensure that they are involved in initiatives to encourage participation.

The One Wrexham Charter of Belonging – a children’s version

‘The One Wrexham Charter of Belonging’ was developed in order to promote recognition and respect for diversity across the County Borough. Following the adoption of ‘The One Wrexham Charter of Belonging’ across Wrexham County Borough Council the Children and Young People’s Partnership suggested that as part of the Community Cohesion Strategy that a children’s version was created.

The R.E. Advisor was commissioned to work with children from **St Mary’s Primary School, Wrexham** to develop a children’s version of the Charter.

The children’s version of the Charter retains the core values. It reflects the language that the children use to describe community cohesion and how they want to promote the recognition of others and their respect for diversity in their community.

The engagement of the young people in the process has clearly shown how the voice of children is important in helping to convey the messages enshrined in the adult version. The Children’s version of the Charter is now being used in all the schools in Wrexham.

World School Council

The World School Council was established by learners from **Builth High School, Powys**.

The World School Council focuses on global issues around children’s rights, children’s health, the environment and international affairs. Their vision is to set up a global council of students who will work together and talk to each other to help tackle some of the challenges that children face around the world.

The fundamental purpose of the World School Council is to:

- Promote the spirit of brotherhood and make connections and ties between young people from all over the globe, which will last a life time.
- Get young people talking about issues that affect us all and how we can solve them.
- To work with world organisations and individuals to make a better world for children and young people to live, work and play in.

Possible school actions:

- model freedom of speech through effective learner participation, while ensuring protection of vulnerable learners and promoting critical analysis of evidence.
- encourage the School Council and all learners to use the Learner Voice Wales websites <http://pupilvoice.wales.org.uk> and <http://www.learnervoicewales.org.uk/home/>.

Other resources:

Education (School Councils) (Wales) Regulations 2006;
Circular 42/2006;

Guidance for School Governing Bodies on the Establishment and Operation of School Councils

'Children and Young People's Participation in Wales.'
Research document 051/2010 Published 2010
www.wales.gov.uk/educationandskills

'Do we meet your standards? National children and Young People's Standards Self Assessment Pack. May 2007.
<http://www.funkydragon.org>

- Developing links with other schools through a range of curriculum projects which have been developed by the Schools Linking Network <http://www.schoolslinkingnetwork.org.uk/default.aspx>
- Access the British Council's Community Cohesion Toolkit for schools to see how an international link offers an opportunity for learners to research, discuss, collate and present their own views on identity <http://www.global.gateway.org.uk/default.aspx?4073>

SCHOOL ACTION: to review the policies and practice for learners and staff which encompass democratic values community involvement and decision-making.

**Estyn Common Inspection Framework:
Key Question 2 Provision
2.3.1 provision for health and wellbeing**

6.1.3 Build staff understanding of their roles and confidence in their skills by:

a. Building awareness of local issues that might need to be addressed in the context of community cohesion.

Possible school actions:

- headteacher representatives to link with Community Safety Partnerships
- establish direct links with the School Community Police Officers and Neighbourhood Policing Teams
- engagement with local partnerships and groups e.g. Communities First
- provide a safe environment for the discussion of controversial issues
- provide appropriate staff training to build staff confidence so that they can deal with controversial issues. The WAG Personal and Social Education website provides advice on teaching sensitive issues <http://wales.gov.uk/psesub/home/holisticpse/delivery/teachingsensitiveissues/?lang=en#named2>
- build the confidence of all staff to handle contentious issues in all subjects by engaging with the REsilience project. The aim of the REsilience project is to help build teachers' confidence in tackling contentious issues that may arise in lessons <http://www.re-silience.org.uk/>
- liaise with the School Community Police Liaison Officers and use their expertise with respect to how they deal with such issues that arise in 'The All Wales School Liaison Core Programme' <http://schoolbeat.org>

b. Promoting the wellbeing of learners especially those vulnerable to pressures linked to violent extremism

Possible school actions:

- raise staff awareness of learner support processes and the importance of multi-agency working
- ensure that all staff know which member of staff is responsible for child protection and the correct procedures for reporting concerns
- ensure that the school has an updated ICT acceptable use policy which makes reference to learners not accessing inappropriate sites especially those which promote violent extremism.
<http://www.ict-register.net/esafety-aups.php>
- ensure that all staff are aware of safe procedures for the use of the internet. <http://www.ngfl-cymru.org.uk/eng/esafety-home.htm>
- incorporate a whole school approach to health and wellbeing by participating in the Welsh Network of Healthy Schools and in particular addressing the National Quality Award indicators for mental and emotional health and wellbeing
<http://wales.gov.uk/topics/health/improvement/index/scheme/?lang=en>

Case study

A year 11 student created and published a web page which supported far-right wing views. A member of the community reported this matter to the school. The senior staff of the school immediately undertook a thorough investigation of the use of the school's network system by the identified student.

The audit trail clearly proved that the student had not created the web page whilst in school. During the investigation by the school the student admitted, in the presence of his parents, that it had been created and released on to the internet from his home computer.

The student, however, had attempted to access inappropriate material through the school's internet, but the firewall protection system had blocked these searches. The student had clearly contravened the school's Acceptable Use Policy. The school's ICT policies and practices ensured that network security had not been compromised.

The police and partner organisations continue to provide support to the learner, in terms of tackling his extremist views and this has been maintained on his transfer to the local college.

c. Playing relevant roles in targeted and specialist provision for vulnerable learners

Possible school actions:

- establish multi-agency partnership meetings in line with local guidelines and adopt a clear Information Sharing Protocol that has been agreed by all relevant agencies in line with guidance included in Chapter 14 of the safeguarding guidance issued by WAG <http://wales.gov.uk/topics/childrenyoungpeople/publications/safeguardingunder2004act/?lang=en>
- ensuring that key staff attend multi-agency meetings and targeted meetings that link police, social services, health and housing <http://wales.gov.uk/topics/childrenyoungpeople/publications/safeguardingunder2004act/?lang=en>

d. Responding to events that affect the school, learners or the local community

Possible school actions:

- ensure that key staff are aware of local authority procedures to deal with critical incidents
- ensure that appropriate professional support can be provided in case an event that may affect community cohesion. A useful contact will be the Community Safety Partnership or the designated member of the Local Authority responsible for Community Cohesion.

SCHOOL ACTION: Review professional development needs of all staff so that they can improve community cohesion and deal with issues that may arise.

Estyn Common Inspection Framework: Key Question 2 Provision

**2.1.1 meeting the needs of learners, employers/
community**

2.3.3 safeguarding arrangements

Estyn Common Inspection Framework: Key Question 3 Leadership

3.3.1 strategic partnerships

6.2 Working with others

This section includes the following information:

Introduction

Reviewing the vision of the school in terms of Community Focused schooling

Ensuring staff awareness of the community served by the school

Being an active partner in leading the community in terms of social regeneration

Engaging with families and community groups

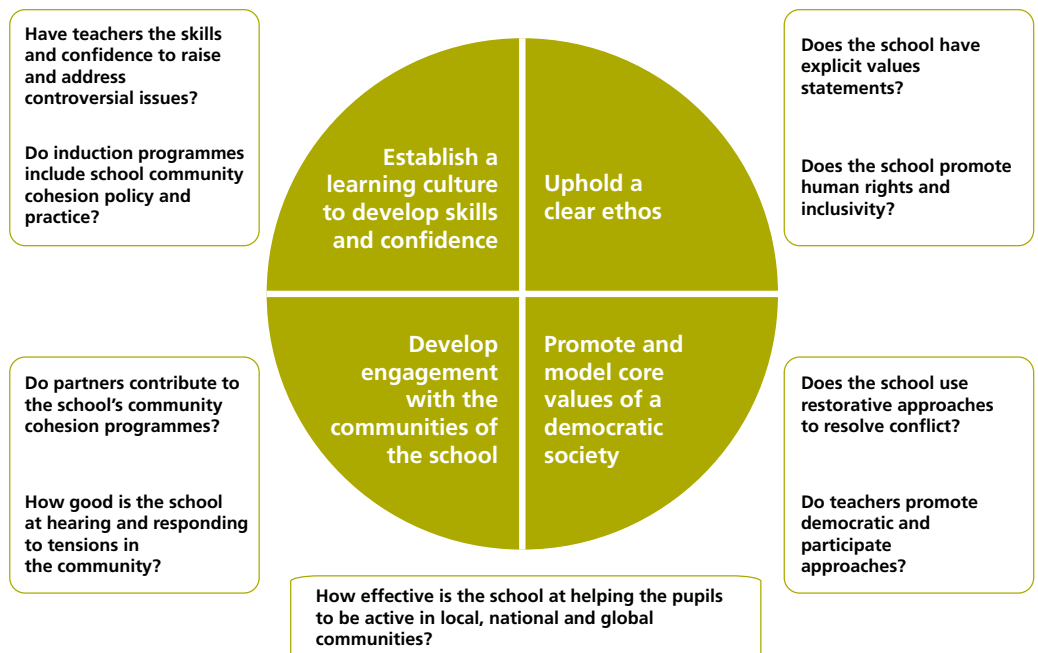
Evaluating the school's effectiveness as a community focused school

Introduction

In contributing to community cohesion and preventing violent extremism, schools should work in partnership with other schools and colleges, the local authority and other partners.

The Community Focused Schools agenda recognises and builds on the pivotal role that schools play in their communities. Community Focused Schools provide the catalyst for Local Authorities and their partners on the Children and Young People's Partnerships to take a strategic approach to community cohesion which will be expressed in Local Authority Single Plans.

a. Reviewing the vision of the school in terms of Community Focused Schooling



Possible school actions:

- review the school's strategic approach to community focused schooling

Community Focused Schools, National Assembly for Wales
Circular No: 34/2003 Date of Issue: 15 December 2003
http://new.wales.gov.uk/topics/educationandskills/publications/circulars/Community_Focused_Schools__Circ1?lang=en

School Effectiveness Framework, Building effective learning communities together, Welsh Assembly Government, February 2008
http://www.sefcymru.org/eng/sef-p2-home/sef-p2-social_justice/sef-p2-social-justice-engaging-families.htm

ContinYou Cymru - Community Focused Schools
http://www.continyou.org.uk/wales_cymru/community_focused_schools

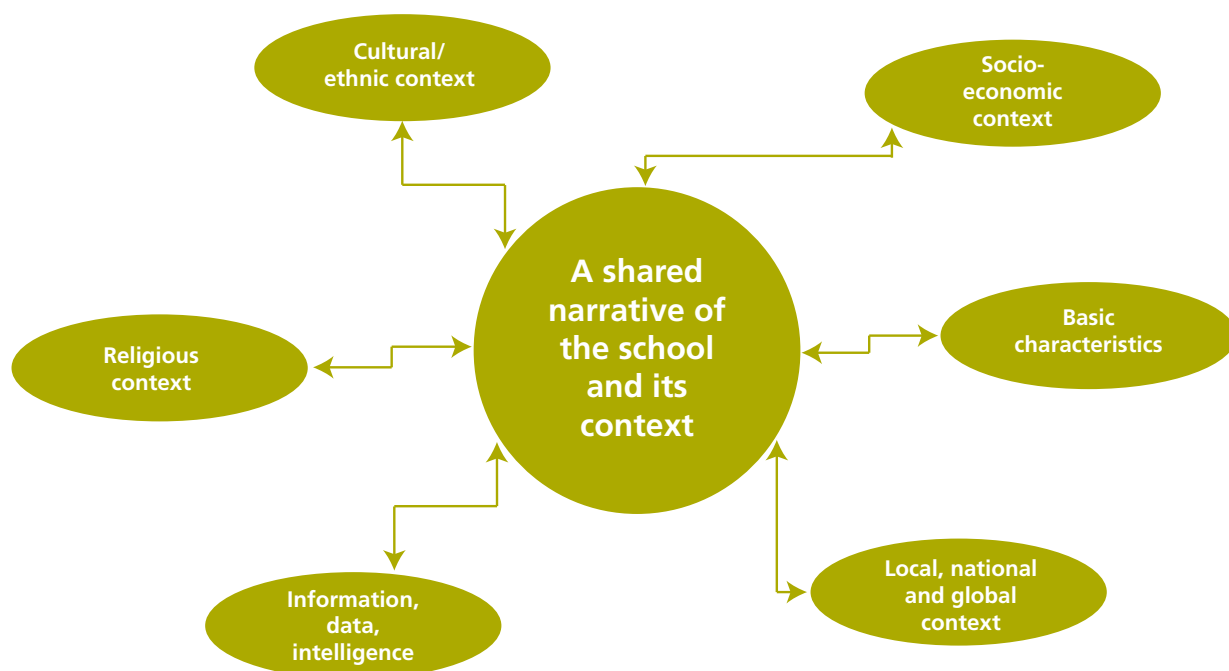
Community Focused Schools toolkit: making it happen
http://www.continyou.org.uk/wales_cymru/community_focused_schools/cfs_toolkit

Institute for Community Cohesion
<http://www.cohesioninstitute.org.uk/home>

b. Ensure that all staff are fully aware of the community served by the school and that they understand any community tensions:

Possible school actions:

- create a contextual narrative that goes beyond the data and reflects the community. The best contextual narratives are honest and open assessments of the issues and are easily understood by all those involved. Producing a narrative can be an uncomfortable process, since there is often a perceived pressure to describe the area in positive terms. The diagram below highlights the key areas to be considered.
- involve partners in the development of a contextual narrative.



Examples of school narratives

School A

The school serves an area of low deprivation. Learners come from the village and the wider rural area. Estate of families in village with social problems, young single parent families and high crime (drug related) which inhibit opportunities. Almost all families are White British, with very few from other cultural backgrounds. Some families have very narrow experience beyond the village so some have a limited understanding of wider communities. It is also a school with a particular faith based intake policy.

School B

The school serves a very diverse urban community, with learners from a very wide range of cultural, ethnic and linguistic backgrounds. Broadly: White British 22%, Black African 22%, Black Caribbean 9%, Asian 24%, Eastern European 8%. It is an area of high social mobility and significant deprivation. Families who remain in the area usually have low aspirations and high dependency. There is diversity of faiths and high levels of active worship but most travel out of the area to different faith centres.

c. Being an active partner in leading the community in terms of social regeneration

Possible school actions:

- consider the role the school has to play in delivering the Child Poverty Strategy for Wales <http://wales.gov.uk/consultations/childrenandyoungpeople/cpstrategy/?lang=en>
- review how the school engages with partners who provide support for different communities e.g. Communities First Partnerships
- develop links with local faith groups
- develop links with Black Minority Ethnic and Minority Faith Groups. 'Southern Voices: Welsh Choices' published by Cyfanfyd www.cyfanfyd.org.uk
- ensure that barriers to community engagement are removed e.g. in terms of access, transport, charging policies.

d. Engaging with families and community groups which also when necessary, challenges unacceptable views and models ways to solve problems

Possible school actions:

- establish intergenerational projects with family members which could address a range of issues such as cultural and religious issues or Basic Skills projects
- develop school partnerships as a means of promoting school values within local communities.

Peace Mala Project

The project was developed in response to the hatred and prejudice that was apparent in one school in Wales following the 9/11 attacks in 2001.

The peace mala itself, a double rainbow bead bracelet symbolises the diversity of faiths existing alongside each other and represents the idea that there is only one essential truth that is shared by most major religions/faiths of the world: the Golden Rule of treating the next person as you wish to be treated yourself.

The results of the activities generated from this initial project have been described as 'transformational' in terms of combating fear and ignorance. By involving adults, as well as children and young people the project has helped 'unite the community'.

Show Racism the Red Card

Show Racism the Red Card (Cymru) harnesses the high profile of professional sports people. It aims to combat racism by running workshops and projects. They also provide a wide range of educational resources.

A wide range of issues have been tackled in schools, youth clubs and in other community settings.

- A school in South Wales was concerned about the fact that a number of learners were expressing racist views. A workshop led by a professional footballer was then followed up by an event with Cardiff Blues rugby club.

- A Youth Club serving an ethnically diverse community undertook a project which motivated a group of 14 -25 year olds to develop the confidence to engage in community activities and ultimately form a number of football teams who play in a multi-cultural league.
- A coaching skills workshop was run for asylum seekers and refugees from Zimbabwe. The young people involved stated that they felt more confident in running training for other community members.

The projects have helped to reduce tensions in the schools and motivated a significant group of young people who are now more positively engaged in school and in the community.

e. Evaluate the school's effectiveness as a community focused school

Possible school actions:

- use the School Effectiveness Framework and the School Effectiveness Profile
<http://www.sefcymru.org/eng/sef-p2-home/sef-p2-about-sef/sef-p2-about-sef-sef-and-schools/sef-p2-sef-sep.htm>
- use of the International Standards for Community Schools
http://www.continyou.org.uk/children_and_young_people/international_centre_excellence_community_schools/

SCHOOL ACTION: evaluate and develop processes to evaluate the schools effectiveness as a community focused school.

**Estyn Common Inspection Framework:
Key Question 1 Outcomes**

1.2.3 community involvement and decision-making

**Estyn Common Inspection Framework;
Key Question 3 Leadership**

3.3.1 strategic partnerships

6.3 Curriculum and teaching

This section includes the following information:

Introduction

Learning and teaching strategies

The school curriculum in Wales

Using and adapting the curriculum

Cross-curricular dimensions

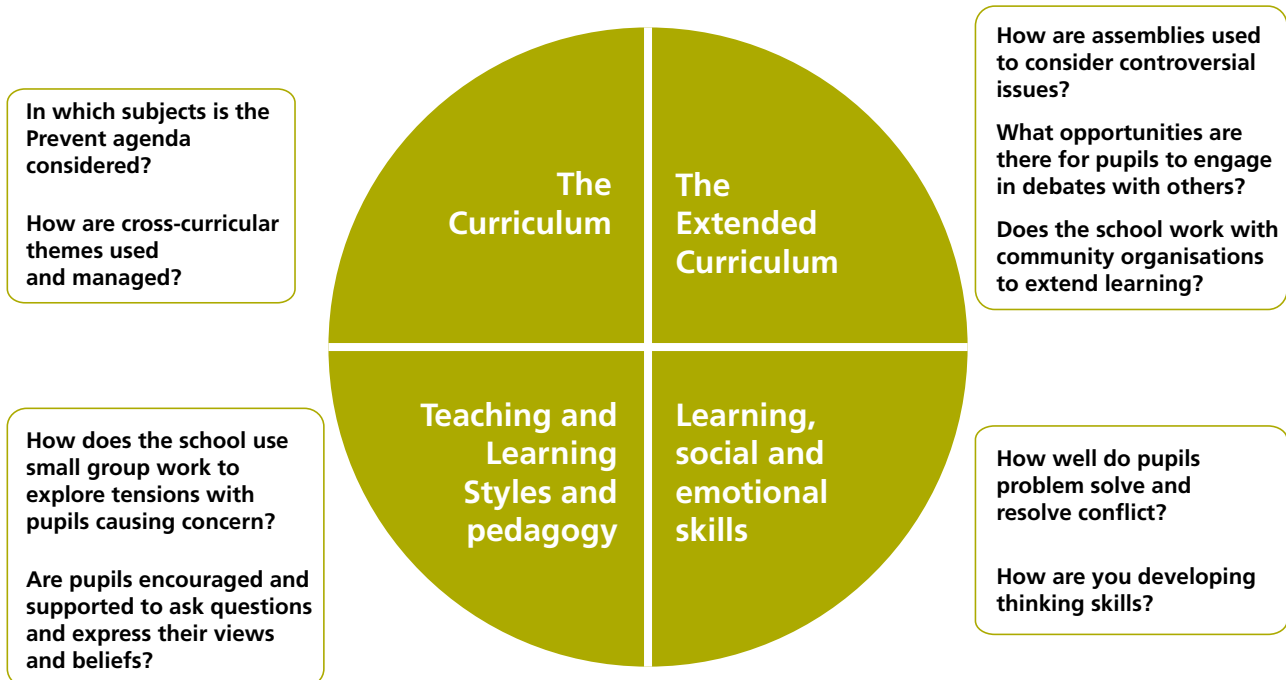
Developing relevant skills

Introduction

This sub-section sets out how schools can develop and contribute to community cohesion and prevent violent extremism through:

- A **curriculum** which promotes human rights and is adapted to recognise local needs and challenge extremist narratives.
- **Learning styles and teaching strategies** which explore controversial issues in a way which promotes critical analysis and encourage learners to express their ideas, thoughts and views.
- The development of **the learning, social and emotional skills** that empowers learners and develops responsibility, whilst reducing vulnerability.
- An **Extra Curricular Programme** that makes use of external programmes or groups to support learning while ensuring that the input supports the school goals and values.

The following questions may be helpful to schools in reviewing their curriculum, and teaching in the context of Prevent. The questions are intended as starting points. Schools will wish to add to these questions as they consider the issues in their own context.



In using teaching, learning and the curriculum to build community cohesion and resilience to violent extremism, schools can build on what they already do to:

- help build teachers confidence to handle sensitive and contentious issues that can arise in lessons
- help learners to develop knowledge of religion, history, geography, English/Welsh (particularly the critical study of the media) and analyse current issues of concern
- help learners to develop the skills needed to evaluate effectively and discuss potentially controversial and sensitive issues
- provide safe spaces for learners to discuss openly issues that concern them including exploring their own identities and how these relate to the diversity of the society in which they live
- provide opportunities for learners to understand, meet and engage with people from different backgrounds in ways which promote the common values while recognising diversity within communities.

There is evidence that violent extremists use narratives that mix fact or selected fact with assertions, subjective opinion and emotion to justify their actions and promote violence. The narratives do

not allow for alternative interpretations and deny contradictory factual evidence or analysis. Violent extremism, and racial or hate-driven discrimination of all forms, also relies on sustaining and exaggerating divisions in society, often by exploiting people's fears or lack of understanding of others.

Education in a democracy should encourage each issue to be critically discussed and debated on its own merits with proper intellectual rigour in relation to philosophical, religious and ethical issues. It should also promote the rights of citizens to lawful protest.

a. Learning and Teaching Strategies

Effectively addressing sensitive and controversial issues will help to challenge misinformed views and perceptions amongst learners, challenge commonly held 'myths' and build an appreciation about others.

This requires teachers to:

- use questioning techniques to open safe debate
- to have the confidence to promote honesty about pluralist views
- ensure both freedom of expression and freedom from threat
- encourage debate about fundamental moral and human rights principles
- promote open and respectful dialogue
- affirm the multiple dynamic identities we all have.

Possible school actions:

- Review the curriculum to identify where sensitive and controversial are delivered and ensure that staff have the pedagogical skills and knowledge to deal with issues
- Consider enrolling on to the REsilience project. The aim of the REsilience project is to help build teachers' confidence in tackling contentious issues that may arise in RE lessons. <http://www.re-silience.org.uk/>
- Provide staff development activities that empower staff to teach sensitive issues <http://wales.gov.uk/psesub/home/holisticpse/delivery/teachingsensitiveissues/?lang=en#named2>

The RE-silience project

The **REsilience project** is a self evaluation, planning and training opportunity for teachers of RE and has been piloted in a number of schools in Wales. The programme is school based and tailored to meet the individual needs of the school. Its purpose is to help increase teachers' confidence when addressing contentious issues, particularly where such issues are sometimes used to justify extremism and violence.

Duffryn High School, Newport was involved in the pilot project. The staff who teach religious education felt they were confident in dealing with a wide range of contentious issues. However they reported that in just six weeks they had made progress particularly in dealing with contentious issues with much greater confidence. It helped staff to encourage students to express their own ideas and beliefs in a sensitive way even when there were controversial or negative views held by individuals in the classroom.

A mentor supported the school through the process and assisted them in evaluating their current position and looked at areas for development.

As a result of this work the school is considering developing a professional learning community within the school to develop the skills of other staff in other subject areas.

Website: www.re-silience.org.uk

b. The School Curriculum in Wales

The school curriculum in Wales aims to:

- focus on and meet the needs of the individual learner providing **equality of opportunity**
- ensure that appropriate skills development is woven throughout the curriculum so that learners are **equipped with transferable skills**
- focus on continuity and progression 3-19
- offer reduced subject content with an increased focus on skills
- is relevant, challenging, interesting and enjoyable for **all learners** and is flexible
- be relevant to the twenty-first century and transforms learning to produce resourceful, **resilient** and reflective lifelong learners

- support bilingualism, **Curriculum Cymreig, Wales, Europe and the World (WEW), equal opportunities**, food and fitness, **education for sustainable development and global citizenship**, and the world of work and entrepreneurship

'Making the most of learning - Implementing the revised curriculum' 2008

<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/?lang=en>

The school curriculum in Wales, the 14-19 learning core and cross curricular elements such as ESDGC, provide many opportunities for learners to gain an understanding of community cohesion and develop resilience to violent extremism.

The **Ajegbo report** 'Identity and Diversity: A Curriculum Review' (DCSF 2007) highlighted that 'engaging learners in sometimes controversial but deeply relevant issues will excite them, involve them, develop their thinking skills and both raise standards and make our country an even better place'.

The **Welsh Baccalaureate Qualification (WBQ)** requires learners to study Wales, Europe and the World and this can link to their individual investigation. Learners' Individual Investigations can arise from any part of the **WBQ Core**, it may be related to the Options, and must involve consideration of a local/Wales perspective and at least one other perspective (e.g. the UK, Europe, the world), or, alternatively consideration of an issue in a more thematic way drawing examples from a variety of perspectives. Examples of investigations undertaken by learners in a number of schools and colleges have included the following:

'Discuss if Wales and Malaysia are multi-cultural and the effects this has on the day-to-day life of the people living there.'

An investigation into the laws and issues surrounding forced marriage in Wales and Pakistan.

An investigation into the rights and lives of young women in Wales and Iraq.

i) Using and adapting the curriculum

Schools will already be familiar with adapting the curriculum in order to meet the needs of their learners.

All subjects potentially have a role in developing a stronger shared understanding of and respect for culture, belief and heritage, across all communities and dealing explicitly with aspects of community cohesion. In particular religious education and history may deal with aspects of violent extremist narratives. Personal and Social Education (PSE) provides clear opportunities for schools to deal with a wide range of issues relating to community cohesion.

Opportunities to challenge myths and to discuss issues related to community cohesion and violent extremism will also arise in other subjects and in informal discussions in school with learners or staff.

Focusing on contentious issues across the curriculum is often avoided in a classroom or school setting. The range of themes that fit into the context of community cohesion and the prevention of violent extremism include:

- Conflict
- Community
- Culture
- Deprivation
- Extremism
- Faith
- Identity
- Migration
- Poverty
- Relationships
- Segregation.

In the schools where inclusive principles are embedded successfully into the curriculum:

- inclusion and equality are central to the ethos of the school and are reflected in its curriculum policies and schemes of work;

- lessons in subjects such as religious education and PSE cover a wide range of topics concerned with diversity, race and equality;
- staff ensure that learners' awareness of other cultures is raised through first-hand experiences;
- assembly themes are well planned to ensure that all pupils have opportunities to reflect on a range of issues relating to equality; and the cultures of minority ethnic learners are celebrated, to make learners proud of their heritage.

Effectively addressing controversial issues will help to challenge misinformed views and perceptions amongst learners, challenge commonly held 'myths' and build understanding and appreciation about others.

A Tapestry of Life and Faith Festivals

A number of local authorities have organised events to celebrate the religious, cultural and linguistic diversity within their county borough's.

Caerphilly and **Wrexham** have organised events to provide support for schools in promoting race equality and in recognising and respecting diversity, in offering learning experiences that broaden and enrich learners' experience, and in offering learning experiences that promote learners personal development; including spiritual, moral, social and cultural development.

The Tapestry of Life and Faith Festival in **Wrexham** allows for:

Time to celebrate - to appreciate and enjoy diversity, to recognise the gifts, talents and opportunities we have in our world.

Time to explore - to ask questions, to find out, to discuss, to share new experiences.

Time to reflect - to consider important issues.

Time to respond - to take the work of the Tapestry back into our schools.

Time to share and work in partnership.

The GOT (Getting on Together) Project

The GOT project is a series of four lessons, which explores the issues around the understanding of Islam. The resource includes a DVD and lesson plans which has been used by Year 9 and 10 learners in schools in Cardiff.

The four main core objectives are:

- To counter intolerance and extremism
- To promote knowledge and understanding of the non-violent messages of Islam
- Reduce prejudice and discrimination between faiths and cultures
- Develop respect and tolerance for all

Staff and learners stated that their knowledge and understanding of others had improved and that the project had made them reflect on the issues of prejudice, discrimination and intolerance. <http://www.got.uk.net/>

Possible school actions:

- to review the school's delivery of the curriculum to establish and how it develops and promotes community cohesion, broadens cultural awareness and provides opportunities for learners to discuss and debate issues of identity and diversity, including those relating to ethnicity, faith and belief. Curriculum opportunities are highlighted in the guidance document 'Unity and Diversity'. Pub 2010.
<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/guidanceresources/unitydiversity/?skip=1&lang=en>
- to encourage all subject areas to use resources identified on the Subject Associations web site. This contains resources, for each of the following subjects, which have been identified to support both primary and secondary teachers:
 - Art and Design - NSEAD
 - Drama - ND
 - English (Primary) - UKLA
 - English (Secondary) NATE
 - Geography - GA
 - History - HA
 - Music - NAME

- Religious education - NATRE
- Welsh - Ymgynghorwyr y Gymraeg
- **Additional Learning Needs** - The resources for each of the subjects listed have been reviewed by nasen to ensure their appropriateness for use with children having special educational needs.

<http://www.subjectassociation.org.uk/index.php?page=78>

SCHOOL ACTION: To consider the use of curriculum resources highlighted in Appendix 1.

**Estyn Common Inspection Framework:
Key Question 2 Provision**

2.1.4 education for sustainable development and global citizenship

2.4.1 ethos, equality and diversity

ii) Cross-curricular dimensions

Curriculum Cymreig and Wales, Europe and the World, and Education for Sustainable Development and Global Citizenship (ESDGC) and Personal and Social Education can contribute particularly to preventing violent extremism:

Curriculum Cymreig and Wales, Europe and the World address a range of issues relating to global issues and living in a multi-cultural Wales.

Possible school actions:

- review the delivery of Curriculum Cymreig and Wales, Europe and the World.
Learning Across the Curriculum 'Curriculum Cymreig (7-14) and Wales, Europe and the World (14-19)

Personal and Social Education (PSE) provides a number of opportunities for schools to deal with a wide range of issues.

Possible school actions:

- to review the schools delivery of PSE for each Key Stage and identify specific opportunities to promote community cohesion
Personal and social education framework for 7 to 19-year-old in Wales. Pub 2008
<http://new.wales.gov.uk/psesub/home/resources/documents/pseframework/?lang=en>
- to explore opportunities to complement the school's PSE programme by discussing the programme delivered by the School Community Police Liaison Officer

'One Extreme to Another'

Pembroke School used the GW Theatre Company who delivered a production entitled **'One Extreme To The Other'** which is an interactive production for their students in the sixth form. It took the students through a range of scenarios and it portrayed a story involving a number of friends who find themselves in various situations such as caught up with far racist right groups, Islamic extremists, work v personal demands and family pressures. It allowed discussion and debate regarding why characters made certain choices and what influenced their behaviour. This production was part of the school's WBQ /PSE programme. The associated teaching materials allowed teachers to continue to explore issues raised in the production as part of their PSE and Wales, Europe and the World studies.

ESDGC provides a clear framework for promoting global citizenship.

Possible school actions:

- review the delivery of ESDGC. See ESDGC: A common Understanding for Schools (2008) <http://www.esd-wales.org.uk>
- refer to the 'Update on Inspecting Education for sustainable development and global citizenship.' Published by ESTYN (2006) www.estyn.co.uk/.../Update_on_inspecting_education_for_sustainable_development_and_global_citizenship_in_schools_2006.pdf

In Focus Project

ESDGC is embedded throughout **Pentrehafod School, Swansea** and was recognised as 'an outstanding feature' in their Estyn report (Jan 2007). ESDGC is integrated across the curriculum in a variety of democracy projects, school council, community regeneration and international links.

A group of Key stage 4 GCSE Media Studies students worked with the Sustainable Development Group at Swansea City Council on the **In Focus** project which was designed to focus on the importance of global citizenship.

The project was designed around the Universal Declaration of Human Rights. Students were tasked to present information and respond to key issues relating to Fair Trade.

The whole school has been involved in promoting Fair Trade and this has enabled learners to put their knowledge into practice, influencing their choices and decisions as consumers as well as helping them to understand the effects of trade on their identities and cultures of people involved in production.

SCHOOL ACTION: review and further develop curriculum provision for PSE, ESDGC and Curriculum Cymreig drawing on available tools from DCELLS.

Estyn Common Inspection Framework: Key Question 2 Provision

- 2.1.1 meeting the needs of learners, employers/
community**
- 2.1.3 Welsh language provision and the Welsh dimension**
- 2.1.4 education for sustainable development and global
citizenship**
- 2.4.1 ethos, equality and diversity**

iii) Developing relevant skills

The development of thinking skills supports learners in recognising the need for community cohesion and resisting the messages of violent extremists.

In particular the Skills framework for 3 to 19-year-olds in Wales focuses on encouraging schools to:

- develop thinking across the curriculum
- develop communication across the curriculum
- develop ICT across the curriculum.

The skills of independent enquiry and effective participation will enable learners to evaluate evidence and take reasoned decisions while recognising the beliefs of others.

Possible school actions:

- refer to Unity and Diversity. Appendix 3 Opportunities in 14-19 Learning Pathways. Page 54 -58 www.cymru.gov.uk
- a cross-school focus on developing critical skills in managing harmful media and internet information about particular communities
- modelling how peaceful action has achieved results at local national or international levels
- reviewing the Skills Framework for 3 to 19-year-olds in Wales
- Developing thinking skills <http://wales.gov.uk/psesub/home/skills/?lang=en>
- Ensure that staff, learners and parents are aware of the issues regarding risk and responsible use and are discerning and discriminating consumers of on-line information. Information regarding the safe use of the internet <http://www.ceop.gov.uk/>
- Provide learners with the opportunities to demonstrate success through the development of personal and social skills
- identify and celebrate the progress made by learners in personal and social skills and record their achievements in terms of development of 'Social and Emotional Dispositions and Skills (SEDS). See 'Demonstrating Success a handbook for practitioners.' <http://demonstratingsuccess.co.uk/>

SCHOOL ACTION: identify thinking skills development needs and opportunities. Ensure learners use the internet safely and are aware of e-safety.

**Estyn Common Inspection Framework:
Key Question 2 Provision**

2.1.2 provision for skills

2.2.1 range and quality of teaching approaches

6.4 Intervention and support

This section includes the following information:

Introduction

Responsibilities

Understanding what is happening

Challenge and support processes

Recent examples of concerns that have arisen in schools

Engaging targeted and specialist support for young people

Problem solving and repairing harm

Introduction

This sub - section addresses how schools can support the welfare of individuals and groups of learners through:

- using normal learner support approaches but, when relevant, being confident to seek further support
- using informed professional judgement to implement strategies in individual case
- drawing on wider support from the community and other local partners to work with individuals or groups of learners

Responsibilities

The professional standards for teachers, contractual and safeguarding frameworks for all adults working with children and young people, and the 'Rights to Action' outcomes for young people all require the exercise of a duty of care and, where necessary, the taking of actions for safeguarding and crime prevention. This includes challenging unacceptable behaviour such as racism or bullying that can impact on the wellbeing of individual or groups of learners and supporting those who may be vulnerable to being drawn into violent extremist activity.

Understanding what is happening

The starting point for schools ensuring they are fulfilling their duty of care will be knowing their learners and the wider community and listening and responding to their changing needs. There are a number of signs or behaviours that a school may come across that may cause staff concern and which would require them to use their professional judgement to determine whether a response is needed. Staff will need to take into consideration how **reliable** or **significant** signs are and whether there are **other factors** or issues that could indicate vulnerability.

What school staff might see or hear about:

- Graffiti symbols, writing or art work promoting extremist messages or images
- Learners accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting learners in other schools
- Learners voicing opinions drawn from extremist ideologies and narratives which espouse more rigid doctrinal/ideological and adversarial views
- Use of extremist or 'hate' terms to exclude others or incite violence

Challenge and support processes

Responses could be **in-school actions** (for example removing hate-related graffiti, challenging views expressed through classroom discussion or supporting learners through normal learner welfare strategies such as peer mentoring) or **involve external agencies** to ascertain whether there are other risk factors to be taken into account and determine an appropriate support plan. It may be that a learner is facing multiple challenges in their life, of which exposure to violent extremist influences is just one. The school should contribute to a multi-agency assessment where appropriate in line with the local authority protocols. Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police, different religious groups and social care and health professionals is critical.

Schools are advised to identify a member of staff - this should be the child protection lead - who can act as a source of advice for others and lead on engaging with external partners if there are concerns relating to the vulnerability of a young person to radicalisation that may lead to violent extremism.

SCHOOL ACTIONS:
Review learner support systems.
Agree information sharing protocols, support and challenge strategies locally with multi-agency teams.
Ensure that a lead member of staff is identified.

Specialist	Are restorative justice approaches used to help learners recognise harm and to put it right?	How effective is school provision in changing the behaviour of individuals which is bullying, racist or hate driven?	How do you know if the most at risk learners feel safe?	Does the school have access to specialist advice and support about different types of extremism?	Are you aware of learners who are exploring or receiving extremist views particularly those that advocate violent extremism?
Targeted	Are there specialist trained staff able to support at risk groups and deal with controversial issues?	Do the school's safeguarding and multi-agency procedures recognise and provide the means to respond to extremist views and behaviour?	Are at risk groups engaged in decision making processes at the school?	Are learners trained and supported in peer leadership and mediation and in conflict resolution?	Are learners who expressed extremist views challenged through a range of programmes for small groups and individuals?
Universal	Do all learners have a personal tutor or mentor?	Do behaviour management systems encourage and reward positive behaviour that reinforces the inclusive values and ethos of the school?	Are all learners encouraged to express their views and to engage in debate and discussion?	Are the social and emotional skills of all learners developed through planned programmes and activities?	Are all learners encouraged and provided with opportunities to engage in active citizenship programmes locally, nationally and globally?

Examples of concerns that have arisen in schools in Wales between 2008 and 2010

- A number of learners brought into school far-right anti-Semitic literature encouraging violence towards a local ethnic community given out by a group who were at the school gates and in the school car park the previous night.
- A secondary school learner developed a website that promoted far right extremist groups.
- A primary age learner in the playground started talking about the 'duty of all true Muslims to prepare for jihad war as we grow up' and talks of the '7/7 martyrs' with admiration.
- A supply teacher left a book in the school library which has a lengthy passage about martyrdom including a phrase 'this indicates that seeking to be killed and pursuing martyrdom are legitimate and praiseworthy acts'.
- During a primary school circle time a number of learners said that they have been involved in physical attacks on children outside school 'to make them go back to their own country'.

Engaging targeted and specialist support for young people

Schools may identify a need for specific support programmes for individuals or groups of learners who are vulnerable to radicalisation such as mentoring, or access to experts who can provide guidance on issues of faith. These could be within the school or in partnership with others - for example school partnerships, local authority services, community partners, Youth Offending Teams, the police or other voluntary or statutory organisations. Schools are advised to contact the appropriate LA Child Protection Officer who will then contact the local police force's designated police officer within the local Public Protection Unit who will advise and support the individual.

I - local information required

Case study

Two Year 5 and 6 boys in a primary school in Wales were referred by the headteacher after making inappropriate comments to teachers and fellow learners.

The comments were anti-western and appeared to support Al Qa'ida inspired resistance to the UK and the USA. One of the learners also attended school dressed as a "Jihadi" on world book day.

An initial meeting took place involving the headteacher, parents, police, representatives from the Local Authority and the Chair and Imam of the local Sunni Mosque. It was decided that the intervention would include both group and one to one "talks" from the Imam whilst the boys attended Madrassa and participated in a project around "acceptance" in school.

Over the next few months the boys were monitored by all concerned and there was a significant improvement in their attitudes and behaviour. Prior to a final assessment of the intervention the family were returned to their home country for an unrelated matter.

Case study

A Year 11 student in a secondary school in Wales was referred to the local PREVENT team by the headteacher of the school.

Concerns were expressed about his comments during a history lesson about Remembrance Day. The learner challenged the teacher as to why they should celebrate Remembrance Day when the wars in Afghanistan and Iraq were on going and he made comments that he agreed with Hitler in relation to anti-Semitism.

The school were also concerned that the learner held strong racist and homophobic views that had been expressed in a number of ways. He had been responsible for a number of racist incidents within the school.

Staff described him as a loner with very few friends and would often challenge staff when they were on break duty and outside lessons on issues in respect to race.

The matter was discussed by the police who agreed with the school that the learner was vulnerable to radicalisation.

A further meeting with the learner, his parents, headteacher and police was held and an appropriate intervention and support programme was agreed.

The learner continues to receive support from the PREVENT team and staff in the school.

Problem solving and repairing harm

Support to meet individual or group needs is often well developed within a school. Learners also need to be helped to develop techniques for personal support, resolving conflict and repairing harm.

Helping learners and adults access support. Learners, parents and families, school staff and other professionals engaging with schools may need to have access to personal advice and understand who they can turn to for support in relation to preventing violent extremism issues.

- Review your approach to pupil support and challenge
 - What are the main areas for you to focus on to support learners who are vulnerable and at risk, as identified in your contextual narrative?
 - Raise learners awareness of advocacy services e.g. MEIC the national Advocacy and Advice helpline on freephone 080880234546 or freetext 84001
 - How effective is the personal support to individual learners in responding to and identifying the risks of engaging in extremism?
 - Do your safeguarding procedures incorporate the risk of extremism and provide referral processes for specialist advice and support?
 - Have you agreed with multi-agency partners how the school would respond to concerns regarding a student who appears to be vulnerable to becoming involved in violent extremism?
 - Is the school's child protection officer aware of who they should contact within the Local Authority if a vulnerable child is identified?

SCHOOL ACTION: review problem solving and personal support available for learners, staff and parents.

**Estyn Common Inspection Framework:
Key Question 2 Provision**

2.3.2 specialist services, information and guidance

2.3.3 safeguarding arrangements

6.5 Managing risks and responding to events

This section includes the following information:

Introduction

Managing risks

Harmful influences on learners

Accessing inappropriate content through the use of ICT

External groups using school premises or facilities

Responding to events

Events in the local, national or international news

Introduction

This sub-section helps schools:

- to ensure they are aware of and manage potential risks to learners and the wider school community effectively
- to respond to events that could have an impact on the school community

Managing risks

Although there are very few instances of young people being exposed to violent extremist messages within schools, this is a risk of which schools need to be aware. Risks could arise from:

- harmful influences on learners - for example from governors, staff, parents, external groups or other learners
- inappropriate use of ICT systems
- external groups using school premises.

Examples of legal and contractual powers that may be relevant to preventing violent extremism are set out in Appendix 4.

Harmful influences on learners

School governors and staff may express views, bring material into the school, use or direct learners to extremist websites, or act in other ways to promote violent extremist views. Their actions may constitute a breach of the relevant professional standards or may be illegal. In such an event, they should be subject to the relevant disciplinary procedures and, as appropriate, schools should ensure that issues are referred to the local authority and police.

Schools should review:

- whether the school's recruitment and induction arrangements (including governors) make explicit the role of all staff and governors in keeping learners safe from harm

- that it is operating in accordance with the relevant regulations for the conduct and vetting of staff, including CRB checks, General Teaching Council (Wales) registration
- whether effective arrangements are in place for monitoring and reporting racist incidents, prejudice-related bullying and hate crime.

School Action: review relevant school personnel policies and processes

Accessing inappropriate content through the use of ICT

Websites and social networking sites are important vehicles for violent extremists to promote their message and to encourage engagement. The development of mobile technologies presents an increasing challenge to schools as learners are able to access these sites from mobile phones and other interactive devices.

Schools should do all that they can to promote effective and responsible use of ICT and to prevent staff or learners from accessing illegal or inappropriate material through school ICT systems, including having appropriate monitoring systems in place with recourse to police and other partners as necessary.

Possible school actions:

Ensure that hardware and software systems used in the school are appropriate and that illegal content is blocked. The definition of illegal content includes racist and hate material, and material that promotes violence or attack on individuals or institutions on the basis of religious, racial or gender grounds

- review the **Acceptable Use Policy** of the school for learners and staff to ensure that use of material related to violent extremism is prohibited; and ensure learners, staff and governors are clear on the policy, monitoring practices and the sanctions
- ensure that staff, learners and parents are aware of the issues regarding risk and **responsible use** and are discerning and discriminating consumers of on-line information

- internet safety advice <http://www.ngfl-cymru.org.uk/eng/esafety-home.htm>

School Action: review the Acceptable Use Policy

External groups using school premises or facilities

There have been examples of groups linked to violent extremism trying to use school premises for campaigning or other events. Schools should be aware of this risk and ensure that the school or local authority lettings policy sets out values of the school and makes clear that any group whose aims are counter to those values may not hire the facility.

It is recommended that schools liaise early with the local authorities or police to check the bona fide nature of any groups if they have any concerns. Schools need to be aware that organisations may attempt to use school facilities under a different name and are advised to contact the police if they have any doubts about the legitimacy of any organisation.

<http://www.homeoffice.gov.uk/publications/counter-terrorism/proscribed-terror-groups/?view=Standard&pubID=765824>

Letting of premises

A primary school was booked for a meeting by a member of the local community. The purpose of the meeting was not clarified at the time of booking but it transpired that it was to address a dispute between two factions from a local mosque. The meeting degenerated to the point that the police were called in to re-establish public order.

SCHOOL ACTION: review the school and local authority lettings policy and ensure that staff managing school lettings know where to seek advice.

Responding to events

Violent extremism is unlikely to affect most schools directly. However, some schools and their communities have been affected directly or in-directly by:

- national incidents such as the 7/7 bombings (which had a particular impact on schools in London and Leeds)
- international politics linked to and events such as the invasion of Iraq, the situation in Afghanistan, Somalia, Gaza or other scenes of conflict
- domestic political events in other countries relevant to particular diaspora communities within the UK
- local counter terrorism operations and related community tensions
- media reports on political or faith groups which are seen as biased
- high profile trials of those accused of terrorist related offences.

Schools need to understand their communities to be aware of what may impact on learners and be prepared to respond.

Events in the local, national or international news

In the aftermath of an event or an incident, schools may choose to undertake whole school, year group or class-based sessions to promote opportunities for informed discussion including:

- getting the facts clear - evidence versus rumour
- understanding motivations
- promoting human rights and legal protection - freedom of speech and due process to raise grievances.

Schools should also ensure personal support is in place for staff and learners most affected by incidents.

Local authority and partner services may be drawn on for:

- advice, briefings or support from police or other agencies
- educational psychology service support for school leaders in responding to critical incidents
- individual pupil case work
- corporate services for media management
- human resources support for staff issues.

Possible School Actions:

- review the school emergency plan including post-event actions to ensure appropriate processes for supporting learners and staff are incorporated.
- Review your approach to managing risks and responding to events
 - What does your contextual narrative tell you are the main risks for you to plan and prepare for?
 - How far do your universal policies help to build resilience and resistance to extremist views and influences?
 - How well do you understand the factors that cause grievances and disaffection in learners and what do you do to address them?
 - Do you have multi-agency procedures in place and how effective will they be in all circumstances?

Focus	Harmful local influences	ICT	Responding to local Events	Responding to national or global events
Specialist	Where would the school seek specialist assistance for advice or referral?	Do staff know how to access CEOPS or other specialist services in case of high risk behaviour?	Which agencies or groups would the school engage for a multi-agency and community response to an extreme event or incident?	Does the school emergency plan include the risk of extremist activity or a terrorist event?
Targeted	How does the school work with partners to monitor and respond to local groups who may try to cause harm?	How do relevant staff monitor ICT systems for potentially harmful material?	Does the school site management team understand the potential risk of community use of premises by extremist groups - and what to do?	If a national or global event caused inter-community tension how would the school respond?
Universal	How is it made clear that the school challenges extremist views which might lead to harm - be it far right, Islamophobia, anti-Semitic or other?	How does the school develop the skills of learners in the use of the media and modern technology?	How does the school make sure it is aware of potential or actual local tensions affecting learners in the school community?	How well does the school monitor and respond to national and global events of significance which might impact on learners or the community?

**Estyn Common Inspection Framework:
Key Question 2 Provision**

2.3.2 specialist services, information and guidance

Key Question 3 Leadership

3.4.1 management of staff and resources

Curriculum guidance and resources relating to developing community cohesion

Curriculum	Outline	Resource / Web address
REsilience project	Teaching contentious issues	http://resilience.org.uk/index.php/engw/home
PSE	Teaching sensitive issues	http://wales.gov.uk/psesub/home/holisticpse/delivery/teachingsensitiveissues/?lang=en#named2
ESDGC	Directory for ESDGC activities NGfl - Activities for ESDGC Gweithgareddau ar gyfer ADCDF	http://www.esd-wales.org.uk/ http://www.ngfl-cymru.org.uk/eng/global_citizenship_-_activities_for_esdgc_-_geog http://www.ngfl-cymru.org.uk/cym/vtc-home/vtc-ks3-home/vtc-ks3-geography(2)/vtc-ks3-geography-tomorrow_s_citizens/global_citizenship_-_activities_for_esdgc_-_geog.htm
General	Teaching controversial issues	http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/
Council for Subject Associations	Link to teaching resources relating to community cohesion	http://www.subjectassociation.org.uk/index.php?page=78
Art and Design	Cultural, heritage and religious based projects	http://www.subjectassociation.org.uk/index.php?page=138
PSE (Citizenship)	Community cohesion topics	http://www.subjectassociation.org.uk/index.php?page=106

Curriculum	Outline	Resource / Web address
Drama	Cultural diversity, migration, violence, drama projects	http://www.subjectassociation.org.uk/index.php?page=97
English	Hoodie Trouble	http://www.ngfl-cymru.org.uk/eng/vtc_-_ks3_-_english_-_hoodie_trouble
	School Rules	http://www.ngfl-cymru.org.uk/eng/vtc_-_ks3_-_english_-_school_rules
	Welsh Citizenship Test	http://www.ngfl-cymru.org.uk/eng/vtc_-_ks3_-_english_-_welsh-citizenship-test
	Who gets baby	http://www.ngfl-cymru.org.uk/eng/vtc_-_ks3_-_english_-_who_gets_the_baby
	You are what you wear	http://www.ngfl-cymru.org.uk/eng/vtc_-_ks3_-_english_-_you_are_what_you_wear
Geography	Diversity and controversial issues	http://www.subjectassociation.org.uk/index.php?page=115
	Migration	http://www.ngfl-cymru.org.uk/eng/migration
	Mudo	
History	Diversity, Islamic history and a range of projects	http://www.subjectassociation.org.uk/index.php?page=79none
	The race issue in America	http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-history(2)/vtc-ks4-history-usa_1929_1990/the_race_issue_in_america_-_irf59.htm
	Materion Hil yn America	
Music	Islamic music	http://www.subjectassociation.org.uk/index.php?page=124none
	Listen up (music from around the world)	http://www.ngfl-cymru.org.uk/eng/listen-up-tinopolis-ks3
	Gwranda	

Curriculum	Outline	Resource / Web address
PSE	Racism, 7/7, Human Rights, Islamophobia Community Diversity. Diversity Rights and Responsibilities	http://www.subjectassociation.org.uk/index.php?page=147none All Wales School Liaison Core Programme - delivered by School Community Police Liaison Officers http://www.schoolbeat.org
RE	REsilience Racism, diversity Is it fair? Our World Ein byd Eastern and Western Religions Dwyrain a chrefyddau'r Gorllewin	http://www.re-silience.org.uk/ http://www.subjectassociation.org.uk/index.php?page=88 http://www.ngfl-cymru.org.uk/eng/is-it-fair-wjec http://www.ngfl-cymru.org.uk/eng/ks4-our-world http://www.ngfl-cymru.org.uk/eng/vtc-as-re-cynnal-buddhism-judaism
Science	1001 inventions - discover the Muslim Heritage In Our World	http://www.1001inventions.com/
Science	Curriculum project on Muslim scientists - 'City 1250'	http://www.ase.org.uk/about-ase/

Curriculum	Outline	Resource / Web address
Sociology	Acquiring Culture Caffael Diwylliant	http://www.ngfl-cymru.org.uk/vtc/ngfl/2007-08/sociology/cynnal/ffryntend.html?iaith=english&u=1
	Understanding Culture Deall Diwylliant	http://www.ngfl-cymru.org.uk/vtc/ngfl/2007-08/sociology/cynnal/ffryntend.html?iaith=english&u=2
	Community and Culture Cymuned a Diwylliant	http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-aas-home/vtc-as_sociology/vtc-as_sociology-acquiring_culture/vtc-as_sociology-acquiring_culture-community.htm
	Community and Religion Cymuned a Crefydd	http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-aas-home/vtc-as_sociology/vtc-as_sociology-understanding_culture/vtc-as_sociology-understanding_culture-religion.htm
	Social Inequality Anghydraddoldeb Cymdeithasol	http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-aas-home/vtc-as_sociology/vtc-as_sociology-society_today/vtc-as_sociology-social_divisions
Cymraeg/Welsh	Cultural diversity, conflict	http://www.cymdeithasycymod.org.uk/newidbyd3.pdf english pdf - http://www.crawc.co.uk/item/195 http://www.crawc.co.uk/chwefror-10
Welsh Baccalaureate Qualification (WBQ)	Wales, Europe and the World (WEW)	http://www.wbq.org.uk/home

Curriculum	Outline	Resource / Web address
Cross Curricular	Refugees	Shared Futures http://www.sharedfutures.org.uk/index2.html
Cross curricular	Defeating Organised Racial Hatred Commission for Racial Equality. Information to challenge common myths about people from minority groups.	http://www.equalityhumanrights.com/search-results/index.html?q=myths+about+minority+groups
Cross curricular	Diversity and Dialogue An online directory of projects and resources aimed at bringing young people from different faiths and backgrounds together.	www.diversityanddialogue.org.uk
Cross curricular	The Holocaust Centre and Holocaust Educational Trust Outreach programmes and teaching materials on combating prejudice and racism.	www.holocaustcentre.org.uk www.het.org.uk/content.php
Cross curricular	Global Dimension - DEA Resources which support global and intercultural understanding.	www.globaldimension.org.uk

Curriculum	Outline	Resource / Web address
Cross curricular	International Dimension in Education and school linking - advice, guidance and funding support	http://www.britishcouncil.org/wales.htm
Cross curricular	Racism, anti-Semitism and Islamophobia - Teachernet Resources to support the schools in tackling issues of racism, anti-Semitism and Islamophobia.	www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/developing/racismantisemitism
Cross curricular	Show racism the Red Card	http://www.srtrc.org/educational/school-visits/wales
Cross curricular	Radical Middle Way Information, resources and events aimed improving the understanding of Islam and is relevant to young British Muslims.	www.radicalmiddleway.co.uk
ICT	E-safety resource - looking at how to stay safe online	http://www.ngfl-cymru.org.uk/eng/ks2-ict-keeping-safe-online http://www.ngfl-cymru.org.uk/cym/irf108

Curriculum resources specifically related to PREVENTING engagement with extremist activities

Curriculum	Outline	Link to PREVENT agenda	Link to SEF	Link to Estyn	Resource / Web address
Prevent activities specifically for schools	Guidance for police officers and police staff working in schools	All objectives		KQ 1.2 KQ 2.1 KQ 2.4	Prevent, Police and Schools - Guidance for police officers and police staff to help schools contribute to the prevention of violent extremism. Resources highlighted on pages 19 - 33.
Extended Case Studies	Examples of Prevent work ongoing in schools and colleges led by police officers and police staff	All objectives		KQ 1.2 KQ 2.1 KQ 2.4	Prevent, Police and Schools - Guidance for police officers and police staff to help schools contribute to the prevention of violent extremism.
Community Cohesion in Action	Practical activities and case studies			KQ 1.2 KQ 2.1 KQ 2.4	A curriculum planning guide for schools - Community Cohesion in Action. QCDA/10/4642 ISBN 978-1-84962-305-6 First published in February 2010

Additional resources

Topic	Outline	Resource / Web address
Welsh Assembly Government	Good Practice in Wales - projects supported by Community Cohesion funding	http://wales.gov.uk/topics/housingandcommunity/communitycohesion/good/?lang=en
Institute of Community Cohesion (iCoCo)	The Institute of Community Cohesion was established in 2005 to provide a new approach to race, diversity and multiculturalism. Our work focuses on building positive and harmonious community relations, using applied research to constantly develop practice and to build capacity of all the agencies and individuals involved. iCoCo is a not for profit partnership, which aims to build capacity at all levels and in all local and national agencies to promote community cohesion	http://www.cohesioninstitute.org.uk/home
Office for Security and Counter-Terrorism: Information about the current terrorist threat		http://security.homeoffice.gov.uk/terrorist-threat/index.html

Topic	Outline	Resource / Web address
Anti-defamation League	Information on graphic and numerical symbols used by far-right groups	www.adl.org/hate_symbols/Unser.asp
Security Service	Information on the radicalisation process and extremist groups, including Al Qa'ida	https://www.mi5.gov.uk/output/tackling-radicalisation.html

Legal and Contractual Powers

Staff conduct

The GTC(W) Code of Professional Conduct and Practice for Registered Teachers clearly sets out the key principles of good practice and conduct for registered teachers in Wales.

Any action in breach of legislation or the GTC(W) standards could trigger relevant disciplinary procedures.

<http://www.gtcw.org.uk/gtcw/index.php/en/news-revised-code>

School behaviour policy

In setting a school behaviour policy, governors, working with the head, staff and learners, can set a framework which supports the leadership values recommended in this toolkit.

Searching for and confiscation of inappropriate items

Under the 2006 Violent Crime Reduction Act schools have powers to search a pupil without consent for:

- (a) an article to which section 139 of the Criminal Justice Act 1988 applies (knives and blades etc.), or
- (b) an offensive weapon (within the meaning of the Prevention of Crime Act 1953).

Section 550AA of the Education Act 1996 states that items obtained should be passed onto a police constable who may retain or dispose of them.

Specific guidance on searching pupils for weapons is available (www.teachernet.gov.uk/docbank/index.cfm?id=11454).

Schools can also use common law powers of confiscation under the Education and Inspections Act 2006 for any item including clothing, signs or colours. Section 94 of the Education and Inspections Act 2006 provides that where an item which a pupil has with him or in his possessions is seized, and the item is retained for any period or is

disposed of as a disciplinary penalty, the person who seizes, retains or disposes of the item is not liable in any proceedings provided the confiscation is lawful (www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies/nonstatguidanceforheadsandstaff/confiscation/).

School Uniform and Appearance Policies

In February 2008, the WAG issued a new guidance circular 006/2008 entitled Guidance for Governing Bodies on School Uniform and Appearance Policies. wales.gov.uk/docs/dcells/publications/100223schooluniformen. The guidance circular aimed at school governing bodies and head teachers, and focused on a number of issues. This included ensuring that due regard is given to securing equality of treatment between boys and girls and for learners from different ethnic and religious backgrounds and disabled learners in relation to school uniform and appearance policies.

Schools are able to ban items of clothing against school uniform rules. Case law shows that these rules must be established sensitively in consultation with partners in the local authority and community or it becomes a grievance in itself.

An individual or group intruding on school premises to promote leaflets or activities against the wishes of the head teacher

Section 547 of the Education Act 1996 provides that any person who without lawful authority is present on premises to which this section applies and causes or permits nuisance or disturbance to the annoyance of persons who lawfully use those premises (whether or not any such persons are present at the time) is guilty of an offence (www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/).

Proscribed organisations requesting the use of school premises

Schools need to ensure that any of the organisations listed on the currently proscribed organisations list do not have access to or use of school premises.

The information about the groups' aims was given to Parliament when they were proscribed. Schools need to be aware that organisations may attempt to use school facilities under a different name and are advised to contact the police if they have any doubts about the legitimacy of any organisation.

<http://www.homeoffice.gov.uk/publications/counter-terrorism/proscribed-terror-groups/?view=Standard&pubID=765824>

Freedom of Speech

Section 43 of the Education (No 2) Act 1986 provides that all those concerned in the government of Further Education institutions are to take reasonably practicable steps to ensure that freedom of speech within the law is secured for members, students, employees and visiting speakers. Though this duty does not refer directly to schools it directly applies to Further Education colleges. The duty includes ensuring, so far as reasonably practicable, that use of premises, including those occupied by the students' union, is not denied on account of beliefs or policies.

Preventing use of violent extremist websites

The school can require learners and staff to abide by Acceptable User Policies which make clear that accessing such sites is unacceptable. Using school computers to email violent extremist publications to others is a criminal offence.

Enrolment of students

Admission of students over the age of 16 who are living independent of their parents who are not UK/European citizens will need to be checked against UK Borders Agency requirements.

<http://www.ukba.homeoffice.gov.uk/>

Governors Responsibilities

If there are any specific issues that governors need advice then please refer to the 'Governors Guide to the Law'. This publication is intended to be used as a reference book for when governors when they are seeking advice. All school governors should know and understand their roles and legal responsibilities and how these fit in with the responsibilities of the head teacher, the Local Authority and the Welsh Assembly Government, and other parties such as diocesan authorities and foundations, where applicable.

<http://www.governorswales.org.uk/law/>

Examples of relevant thematic reports from Estyn:

<http://www.estyn.gov.uk/ThematicReports.asp>

April 2008 - present

- The quality and relevance of staff training to deliver ABE and ESOL (March 2010).
- The impact on LEAs of growing numbers of children of migrant workers particularly from EU accession states. (October 2009).
- The impact of schools' race equality policies (May 2009).
- The impact of unlocking the potential funding on promoting the use of special schools as community focused resource bases (April 2009).
- Physical education for pupils with learning difficulties (February 2009).
- Local authority placements of pupils with additional learning needs in independent special schools with linked 52-week residential provision (October 2008).

April 2007 - May 2008

- English for speakers of other languages - the impact of increased demand (June 2008).
- Closing the gap between boys and girls attainment in schools. (March 2008).
- Girls participation in physical activity in schools (July 2007).

Prior to April 2007

- Disability Discrimination Act 1995 - The practice of schools and local education authorities in implementing their duties (February 2007).
- Evaluating outcomes for children and young people with additional learning needs (February 2007).
- Tackling bullying in schools : A survey of effective practice (2006).
- Equal opportunities and diversity in schools in Wales (2005).
- The Education of Gypsy Traveller Learners (2005).

- Thematic Survey Of Pupil Referral Units And Similar Provision (2005).
- Best practice in the development of statements of special educational needs and delivery by schools of the action agreed (2004).
- Survey report: Ethnic minority achievement grant (EMAG) effective use of resources (2003).

Checklist of all activities against the Estyn Common Inspection Framework

Actions	Who	Common Inspection Framework Key Question	1	2	3	4
Development of a clear vision and ethos	Head teachers/ Governing Bodies	2.3.1 2.1.4 2.4.1				
Promote the core values of a democratic society and model the process	Head teachers/ School Councils	2.3.1				
Build staff understanding of their roles and confidence in managing community cohesion	Head teachers/ teachers/ partners	2.1.1 2.3.3 3.3.1				
Deepen the engagement with the communities	Governors/ Head teachers	1.2.3 3.3.1				
Using and adapting the curriculum subjects to address community cohesion	Teachers	2.1.4 2.4.1				
Cross Curricular dimensions	Head teachers/ teachers	2.1.1 2.1.3 2.1.4 2.4.1				
Development of relevant skills	Head teachers/ teachers	2.1.2 2.2.1				
Learner support	Head teachers/ Child protection officers/LA	2.3.2 2.3.3				

Actions	Who	Common Inspection Framework Key Question	1	2	3	4
Managing risks and responding to events	Governors/ Head teachers/ teachers/	2.3.2 3.4.1				

1. Leading	2. Progressing	3. Improving	4. Challenging
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