



Llywodraeth Cymru
Welsh Government

www.gov.wales

Respect and resilience

Developing community cohesion



Guidance

Guidance document no: 196/2016

Date of issue: January 2016

Respect and resilience – developing community cohesion

Audience Local authorities; headteachers and governing bodies of maintained schools; headteachers and governing bodies of voluntary aided and foundation schools; teachers in charge of pupil referral units; childcare providers; church diocesan authorities; proprietors of independent schools; maintained and voluntary youth services; school staff unions; higher education authorities; teacher training institutions; Local Safeguarding Children Board Chairs; Community Safety Partnerships and organisations that have a lead responsibility for safeguarding children and 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, pupil referral units, special schools and other educational settings.

In line with the revised guidance for schools in Wales (September 2015), schools in Wales directly support their local communities by providing learners with strong and positive messages to encourage mutual understanding, tolerance and respect. Schools create safe learning environments so that learners can develop understanding, awareness and resilience. Learners are free to form and embrace their own identity and beliefs, and also be able to live and learn safe from threat, risk and harm.

Action required To take due note of the guidance and good practice in order to support schools in recognition of their role in developing and supporting strategic approaches to promoting and maintaining community cohesion and preventing violent extremism.

Further information Enquiries about this document should be directed to:
Schools Management and Effectiveness Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
e-mail: SMED1@wales.gsi.gov.uk

Additional copies This document can be accessed from the Welsh Government's website at gov.wales/learning

Related documents *Respect and resilience, developing community cohesion – a common understanding for schools and their communities* (2011)

Contents

1. Introduction	2
2. Context	4
3. What has changed?	5
4. Revised guidance	8
4.1 Safeguarding	8
4.2 Grooming – contact with recruiters	9
4.3 Events, meetings and visiting speakers	10
4.4 Geo-political context	11
4.5 Information and communication technology – digital literacy	14
4.6 Community-focused schools	15
4.7 Curriculum	16
4.8 Estyn inspection framework	17
4.9 Government strategies	18
5. Respect and resilience – guidance summary	19
6. Summary of actions identified in Section 4 – revised guidance	20
Appendix 1: Referral process	23
Appendix 2: References	24

1. Introduction

The first version of the guidance document *Respect and resilience: Developing community cohesion – a common understanding for schools and their communities* (www.gov.wales/docs/dcells/publications/110209respecten.pdf) was published in January 2011. The purpose of the document was to support schools and their partners to develop approaches that promote and maintain community cohesion. However, a number of significant changes and developments have occurred since that date, and the implications of these are set out here in this updated document.

In order to produce this document, a full review was undertaken of the 2011 guidance document by the original author in conjunction with key partners, principally the Welsh Government, Estyn, the police and the Home Office. The key issues have been considered and this has created opportunities for assessing options for change and helped shape the revised guidance. Continued engagement with the key partners, as well as the obligations placed on the schools sector by recent legislation and the implications of events, have guided the production of this supplementary document.

The principal legislative change has been the enactment of the Counter-Terrorism and Security Act 2015 and the issuing of the *Revised Prevent Duty Guidance: for England and Wales* (July 2015) (www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf).

This document sets out the requirements for a range of institutions, including all schools in Wales, focusing on the assessment of risk, staff training, learner support, policies, monitoring and enforcement.

It also sets out definitions of common terms like extremism:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.¹

The sections of the Act relating to schools have become a duty as from **1 July 2015**.

¹ *Revised Prevent Duty Guidance: for England and Wales*, Glossary of terms (page 27)

This revised *Respect and resilience* guidance document aims to provide information for all schools, including the signposting to external resources, advice and support via established referral processes, regarding the causes of violent extremism and preventative measures that can be taken.

Accompanying this supplementary document is an updated self-assessment tool² which enables schools to assess their levels of compliance with best practice in the creation of a safe learning community. This has been based on a self-assessment tool developed and trialed by a significant number of Wales' further education institutions (FEIs), and will enable schools to assess their compliance with their statutory obligations, and their preparedness to meet the challenges arising from the threat of extremism in a variety of forms.

² www.gov.wales/topics/educationandskills/publications/guidance/respect-and-resilience-2015/?lang=en

2. Context

At the time of the publication of the 2011 document, this area of activity was closely aligned with the work going on in the Welsh Government and local authorities throughout Wales to strengthen community cohesion. It has been recognised that this is a necessary but not sufficient condition for the welfare of our learners in our schools, colleges and universities. There is now greater emphasis on ensuring that there is a clear and close focus on safeguarding in learning communities in all sectors of education. That change is one of the principal drivers of the collaborative activity to produce this revised document, and to ensure its dissemination and implementation. The duties placed on the education service to keep learners safe is provided in the guidance document *Keeping learners safe* (www.gov.wales/topics/educationandskills/publications/guidance/keeping-learners-safe/?lang=en).

At a time where terrorist threats are often in the news, and friends and foes alike may come under suspicion and surveillance, there is a real need to assess the question of balance. On the one hand it is important to allow learners the freedom to be different, to be experimental, to have strong views and to have challenging ideas. On the other hand, it is equally important to keep learners safe from all forms of abuse and neglect, including exploitation, bullying, grooming, radicalisation, violent extremism, harassment, hate crime and violence.

Schools in Wales provide a highly inclusive and comprehensive learning environment. They take pride in their diversity and social inclusion. They also place great importance on pastoral care and safeguarding of learners of all ages.

3. What has changed?

There has been much greater emphasis on **safeguarding** as a key element of ensuring the welfare of our learners, and enabling them to succeed in their learning and develop as individuals. This has involved building a clearer understanding of the processes by which vulnerable people, and particularly young people, are drawn in to potentially harmful activities. The process of **grooming**, through contact with recruiters, personally and digitally, is much better understood, and its implications for vulnerable people much more widely recognised. A process that was primarily linked to sexual abuse and exploitation has now been recognised as having the potential to draw people into a range of situations where harm can occur, to themselves as victims, to their families and to the wider community. The number of learners in Wales referred as at risk of being radicalised by extremist groups has increased over the last three years with a total of 41 children under the age of 18, some as young as three years of age, being referred to the police's intervention programme Channel³. This has now placed even greater responsibility on all staff in schools and other educational settings to ensure that all learners are kept safe.

Safeguarding guidelines and practices have evolved considerably and now form an essential element in the welfare of learners in schools and other educational settings, not least by developing processes, designating a senior person and training staff to ensure implementation. This has led to the recognition of the role of governing bodies/proprietors to ensure that effective policies and procedures are in place to safeguard and promote the well-being of learners. Within this role is the need to safeguard learners from external influences which could be in the form of inappropriate access to the internet.

There has also been growing awareness of very serious issues which can have a considerable impact on the well-being and safety of learners, and in particular those from ethnic, cultural and religious minorities. These include female genital mutilation, forced marriages and modern slavery.

The dangers of being drawn into violent extremism have been highlighted by actual incidents and intelligence regarding potential incidents and campaigns in Wales and other UK countries. There has been a rise of complex conflicts in countries from the Middle East to Northern and Eastern Africa with the greatest concentration in Iraq and Syria. Within and between communities in Wales, there have

³ *Channel Duty Guidance*
www.gov.uk/government/publications/channel-guidance

been tensions arising from the sectarian, tribal and ethnic dimensions of these conflicts.

An increasing number of individuals have planned and, in some cases, implemented plans to play an active part in campaigns and wars in the regions identified, in combat and support roles. Others have travelled to conflict zones, citing humanitarian reasons, typically to join family members, usually transiting through other countries in or close to the regions affected. There are, of course, other manifestations of extremism, typically but not exclusively, linked to right wing narratives and perceptions of external threats to social, cultural and economic well-being.

A major change has been the way in which learners use **digital technology**, especially the near ubiquity of high specification mobile devices allied to a huge expansion of the social media, as well as other content. Those extremists who would recruit people to their ranks have become increasingly sophisticated in their use of social media platforms and techniques, including targeted online marketing as a recruitment tool, and the adoption of advanced techniques of computer games tailored to their identified audiences.

Within this area of work, there is considerable emphasis on **partnership** working, involving local authorities, governors, headteachers, teachers and support staff, building effective, trusting relationships within schools and with the police and 'Prevent coordinators'. Schools are also expected to consult with learners on the implementation of the duty, to explain its purposes and build mutual understanding. Managing communication is particularly important: requiring information to be shared in a safe and confident manner, and establishing a single point of contact with the Safeguarding Children Board (SCB) for the delivery of **Prevent**. Both UK and Welsh Government policies and strategies have also evolved as has the external environment. The UK Government's **Prevent** strategy, one of the four strands of **CONTEST**, its counter-terrorism strategy, has been revised, and includes the development of a range of activities including practical help, advice and support, and a range of events and programmes to support individuals and institutions to counter malign ideologies.

Estyn is currently operating within the **Inspection Framework** established in 2010. The relevant element of the framework relates to care, support and guidance. On a school inspection from September 2015 Estyn expects inspectors to consider how a school

keeps pupils safe from the dangers of radicalisation and extremism. The Counter-Terrorism and Security Act 2015 has been added to a list of relevant legislation in Annex 3 of Estyn's relevant school inspection handbooks and also in the *Supplementary guidance: inspecting safeguarding in schools and PRUs* (2015) ([www.estyn.gov.wales/sites/default/files/documents/Supplementary guidance - Safeguarding in schools and PRUs- Autumn 2015.pdf](http://www.estyn.gov.wales/sites/default/files/documents/Supplementary%20guidance%20-%20Safeguarding%20in%20schools%20and%20PRUs%20-%20Autumn%202015.pdf)).

However, as the focus on safeguarding has increased, so has Estyn's emphasis on assurance that safeguarding procedures work, and that there is proactive management of this area of activity. Other quality assurance bodies, such as Care and Social Services Inspectorate Wales (CSSIW), will have a role in ensuring that the duty is complied with, in relation to care settings and standards.

The **statutory framework** underpinning education has continued to evolve. The most significant legislative change with respect to duties protecting children from the risk of radicalisation has come with the enactment of the Counter-Terrorism and Security Act 2015, as mentioned in the introduction, and which has placed duties on schools. The Act introduced a duty, from 1 July 2015, on all schools and childcare providers to 'have due regard to the need to prevent people from being drawn into terrorism'. Due regard is defined as giving appropriate weight to the new duty taking into account the context of the school and its community.

4. Revised guidance

In this part of the document, there is updated guidance, focussing on those areas which have seen substantial change, and which have been introduced previously.

4.1 Safeguarding

Schools must be able to 'demonstrate understanding and actions' that contribute to the development of cohesive, resilient communities in their role as 'responsible guardians'. They need to have arrangements in place for ensuring the safety and well-being of all learners, from admission to school through induction, monitoring attendance, learning and support programmes, and onwards to progression to subsequent learning and employment. These arrangements must include the identification of vulnerable learners, who are in particular need of support and/or at risk of harm.

In order to ensure that these arrangements are implemented effectively, monitored and reviewed, a **designated senior person (DSP)** must be appointed. This person will be the focal point of safeguarding, through taking responsibility for 'co-ordinating effective responses' to dealing with any issues raised that could lead to harm through abuse or neglect, ensuring that appropriate arrangements are in place and communicating the need for regular training at appropriate levels for all categories of staff, whether directly employed or not.

It is now expected that these arrangements are applied to **safeguard** learners who are, or could be, vulnerable to radicalisation which could in turn lead to their involvement in a range of activities with the potential for harm to themselves and other people. The DSP will therefore require support and training to enable them to recognise and respond to this area of safeguarding.

There is of course a duty on all staff and the acronym ARC can be used as a simple but memorable way to emphasise the importance of **A**wareness, **R**esponsibility and **C**ommunication. This requires effective training of staff, a full understanding of their responsibilities, clear lines of communication and referral pathways protocols in place to ensure confidentiality and the protection of sensitive data.

It is also important that the safeguarding arrangements go further than preventative measures, and include provision for active promotion of a safe environment and a culture of safety for learners.

Actions

- Ensure that safeguarding procedures include provision for identifying and addressing risks relating to radicalisation and violent extremism, and that the DSP has developed channels of communication with appropriate external agencies, especially the police service (see Appendix 1).
- Ensure that the DSP knows the referral pathway within the local authority and how to contact the police officer who acts as the SPoC (Single Point of Contact) for **Prevent** in their region; utilising the service provided by the school community police officer.
- Ensure that safeguarding procedures in particular address the risks relating to access to and influence by digital resources which contain harmful content, and whose messages are in direct conflict with the further development and maintenance of community cohesion.
- Ensure that the DSP has received appropriate **Prevent** training by attending a WRAP course (Workshop to Raise Awareness of Prevent).

4.2 Grooming – contact with recruiters

The process of radicalisation has been the subject of extensive research and investigation. Radicalisation is neither homogeneous nor linear but a complex process usually but not always involving grooming by external influences involving individuals, groups and the digital media. The cumulative effect of these messages is to reinforce the commitment of the individual to a path that can, but does not always, lead to violent extremism.

In many cases, access to recruiters and the messages they would wish to communicate begins with social media and websites. In sub-section 4.5, there is information and advice about such risks. It should be emphasised however, that the physical location for any face-to-face meeting and further interaction can include private homes, community locations and, as recent events in Wales have shown, disparate individuals who have met and conspired via their coming together in post-16 education.

Although there are established patterns and pathways towards radicalisation, there have been individuals who have acted seemingly

in isolation from others, although with a trail of access to websites, containing extremist and harmful materials. The Anders Breivik atrocity in Norway provides evidence of this, although other people have travelled down this pathway, without being able to carry out their planned actions to anything like the same degree. The recent case of Liam Lyburd, a former student at Newcastle College who planned to carry out a massacre at his former college provides evidence of this.

Detecting grooming activity requires schools to have well-developed pastoral support systems, as is the expectation. The staff responsible for pastoral care need to be aware of indicators that suggest that a learner is subject to such activity. We must, of course, beware of stereotyping and generalisation. However, there are indicators which should give rise to concern, including attendance, isolation, family and household difficulties, mental health issues, marked changes in behaviour, appearance, group allegiance and attitudes. The use of digital media, particularly access to sites and platforms which include harmful content, will be much more difficult to detect but any indications of such use should give rise to concern.

As in sub-section 4.1, the ARC process should guide staff to have the confidence to report their concerns to the DSP.

Actions

- Ensure that appropriate training is available for governors, especially the designated governor for child protection, headteachers and staff.
- Ensure that all staff as part of their safeguarding training are trained in line with local arrangements to recognise and communicate their concerns regarding potential risks associated with grooming and harmful influences of individuals, groups and digital media.

4.3 Events, meetings and visiting speakers

Groups linked to violent extremism have tried to use school premises for campaigning and other events and these requests are likely to increase. The reason for this is that the further education (FE) and higher education (HE) sectors in Wales are working together and have produced an outside speaker protocol and also a standard vetting and booking protocol which will make it more difficult for

them to use their premises as forums for such events. Schools should ensure their acceptable use policy sets out the values of the school and makes clear that any group whose aims are counter to those values may not hire the facility.

Schools should have an outside speaker protocol to ensure that any visiting speakers, whether invited by staff or learners are suitable and appropriately supervised. The *Personal and social education framework for 17 to 19-year-olds in Wales* provides a useful framework for schools in relation to outside speakers. An example of a checklist can be found via the PSE framework⁴.

External organisations have requested that meetings are segregated by gender. This has given rise to concern to institutions in Wales. Notices might be used to indicate the respective seating area for genders in designated sectors of a room. Such segregation would be illegal, with the exception of a collective act of worship.

In all cases, schools need to balance their duties to protect learners and staff with those to ensure freedom of speech. Clearly, referral to the local authority and appropriate sources of advice, including the local police, **Prevent** officers and conformity with protocols, can ensure that appropriate decisions are made.

Action

- Ensure that agreed protocols are in place regarding events, visiting speakers and other visitors to institutions, and that these are subject to monitoring and reporting.

4.4 Geo-political context

Within schools, it is prudent to ensure that staff have an awareness of the community they serve and the potential impact of geo-political issues, in order to understand the potential impact on individuals and groups of learners. This might be because of a family, religious, cultural, ethnic or linguistic connection, or because of a special interest in such issues.

It is, of course, impossible to provide a comprehensive review of the world's conflict zones and regions of instability. Incidents can happen unexpectedly and apparently stable regions can suddenly see violent disorder. It is important therefore, that schools have clear channels of communication to external agencies to ensure that advice and support are available, and that regular updates are provided.

⁴ learning.gov.wales/docs/learningwales/publications/130425-personal-and-social-education-framework-en.pdf

In 2014, the country giving rise to the greatest concern was Syria, however, during the summer of 2015, conflicts continue to take place in countries including Iraq and Syria, in Somalia, Nigeria, Yemen, Libya, and between the Palestinian territory of Gaza and Israel. There are concerns regarding the impact on countries neighbouring conflict zones and those with close links with communities within these zones, such as Turkey and Iran.

In Syria, the conflict has turned into a civil war. The opposition in this war has fragmented into groups divided on denominational, tribal, regional and political bases. In turn, foreign fighters have been drawn in, originally from neighbouring countries and latterly from countries outside the region.

This last development has characterised the other conflicts in the region, and has special relevance for the UK, where young men (and increasingly, women) have been recruited to fight in the wars, on the side of particular factions, essentially those representing a specific denomination. These factions see this struggle as part of a wider campaign against a competing denomination and against a government whose social, economic and legal system they are strongly opposed. It is emphasised that there is evidence of such activity in Wales, and a considerable risk exists.

Among the factions, one group has in particular achieved military, territorial and even economic success: the acronym and descriptor have developed from ISIS, ISIL to Islamic State (IS), and sometimes Daesh, the Arabic contraction of the name. Continuing fluctuations and realignments of groupings make it difficult to maintain an up-to-date assessment of the situation, although it is emphasised that the security services are focused on this task.

There are a number of dangers inherent in this situation. There is the concern that these young men and women may well lose their lives in the conflict. This may well be perceived as martyrdom as much as tragedy and this itself may encourage others to follow. If they were able to return to the UK, they would do so as trained, battle-hardened combatants, whose extremist views will have been strengthened and who would present a considerable danger to our communities, through their actions and their influence on their peers. Travel to war-torn zones and areas of conflict must be treated with grave concern to avoid the potential for radicalisation through exposure to extreme ideologies and traumatic experiences. A further

potential source of threat or harm has arisen with efforts to recruit young women to travel to conflict zones and possibly be involved in forced marriages to fighters. Some of these young people have been radicalised and recruited through the use of social media (www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf).

Any UK citizen, who is not a member of the armed forces or a government approved or contracted support organisation, who participates in a war outside the UK is likely to attract the attention of UK security services and police and will inevitably face investigation, likely arrest and potentially conviction for terrorism offences.

Evidence has come to light that some people are being drawn into the conflict on the side of those forces opposing IS and therefore generalisations regarding motives and actions must be treated with care.

Schools should be safe places in which learners can understand and discuss sensitive topics, including terrorism and extremist ideas that are part of the terrorist ideology, and learn how to challenge these ideas.

Actions

- Ensure that the DSP and managers with responsibility for learner conduct, support and welfare are aware of the risks posed for those anticipating travel to conflict zones and ensure that the range of communication channels mentioned previously are fully utilised.
- Ensure that government advice is available for learners, e.g. Home Office advice *How social media is used to encourage travel to Syria and Iraq*. Ensure that staff know where to get access to additional advice and support.
- Use opportunities within the curriculum to explore and challenge the issues and threats raised previously, wherever appropriate.
- Promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

4.5 Information and communication technology – digital literacy

Sophisticated, flexible and powerful mobile devices are readily available to the vast majority of the population and the use of these devices among children in the UK is now around 90 per cent. These smartphone and tablet devices allow access to potentially harmful material at times and in places well away from the monitoring and controls of schools and families. The mobile communication infrastructure has also been improved significantly, if not uniformly, so digital information is readily available in a variety of formats. This fast-changing digital environment has proved challenging, especially where policies and practices have been overtaken by technologies.

Monitoring of school computers, though based on improved filtering technologies and remote access to screens, has become much less likely to have any impact on learner or staff access to unauthorised and unsuitable material. Similarly those in positions of responsibility within schools have found it difficult to maintain their familiarity with and understanding of the fast-changing digital landscape.

However challenging this may prove, it is still expected that all schools conform to regulations, protocols and guidance regarding the safe usage of school IT resources, including the use of filtering technologies. The recent case of the 16-year-old girl from Manchester who pleaded guilty to offences under the Terrorism Act had used the school's IT system to search for information on Jihadi John, IS and images of Michael Adebollago illustrates the need for schools to ensure that the recommended web filtering standards for schools in Wales guidance is considered (www.gov.wales/docs/dcells/publications/150629-recommended-web-filtering-standards-en.pdf).

Procedures should include reference to any requirement to undertake research by staff or learners in topics related to violent extremism or terrorism. Such research should be subject to approval and careful vetting by appropriate senior staff. Significant cases have revealed that a lack of consistency in the application of such controls has led to undetected abuses over an extended period and increased the potential for harm to the individual and others.

Just as hardware has become transformed, the multiple channels and platforms for communication of words and images have led to an explosion in communication, rendering it much more difficult to monitor and to evaluate any risk.

Actions

- Ensure that reports of access to harmful material are fully investigated promptly, and that staff in school are trained in the opportunities and risks inherent in the diverse and developing range of digital technologies and that opportunities to explore the risks are taken up within the curriculum.
- Ensure that policies and protocols regarding safe use of IT resources are reviewed regularly and updated, including the use of filters wherever possible (see recommended web filtering standards for schools in Wales guidance)⁵.
- Ensure that a designated member of staff with appropriate knowledge and skills is given responsibility for maintaining currency of knowledge regarding potentially harmful developments in digital technologies.
- Establish clear procedures for staff and learners engaged in research related to terrorism and extremism.

4.6 Community-focused schools

Schools do not exist in isolation and they are often the most stable part of any community, playing a key part in the development and maintenance of community cohesion. Creating opportunities for learners to interact and work together outside of the formal curriculum is critically important especially in a community where there are frequent changes of population.

Working with partners, schools can offer learners a wide range of activities both on the school premises and in out-of-school settings including after school clubs and groups, supplementary schools and tuition centres which will support their learning.

However it is important that schools ensure that appropriate arrangements are in place to ensure that safeguarding arrangements are in place especially where services or activities are provided by another organisation. This should include checking that a safeguarding policy has been adopted by the external organisation.

Additionally, risks can be increased as a result of the complex of nature of provision, including alternative schools, work-based learning, community provision, satellite sites and sub-contracted provision.

⁵ (www.gov.wales/docs/dcells/publications/150629-recommended-web-filtering-standards-en.pdf)

Action

- Ensure that the implementation of policies, processes and procedures is monitored across all locations where learners are present, whatever the size, nature and location of provision.

4.7 Curriculum

The importance of ensuring learners develop a range of 'wider skills' is recognised as being critical in the development of resilient learners who as Professor Donaldson stated in his curriculum review 'are able to deal with the changing challenges that face individuals now and in the future'. The development of these skills through high-quality teaching will help promote human rights and enable learners to challenge extremist narratives; helping to build community cohesion and resilience to radicalisation and 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.

There are a wide range of resources available for all key stages and some of these were highlighted in Appendix 1 of the original guidance document *Respect and resilience* (please note that some of these resources are no longer available). There are now a much greater range of resources available and these continue to be developed by a range of recognised organisations including subject organisations, the police and examination boards.

The All-Wales School Liaison Core Programme SchoolBeat.org (www.schoolbeat.org) provides resources and lessons that can be delivered by school police liaison officers. A series of lessons on **cultural identity and extremism** are available.

The revised Welsh Baccalaureate Qualification (WBQ) places an emphasis on working in context and the WBQ National/Foundation *Global citizenship challenge. Inequality – Extremism* (www.wjec.co.uk/qualifications/qualification-resources.html?subject=welshbaccalareate&level=ks4NationalFoundation) provides an authentic context and challenge. Research has shown that it is important that an authentic context is created to ensure that learners see the relevance of the issues being addressed.

Actions

- Use opportunities within the curriculum to explore and challenge these issues wherever appropriate.
- Review suggested resources in the original guidance document.
- Discuss with the school community police officer which aspects of the core programme might be appropriate for your school and its context.

4.8 Estyn inspection framework

A clear focus on safeguarding is an absolute priority for schools and this is reflected in Estyn's approach to ensuring high standards in this area of school responsibilities. Estyn now expects schools to plan and deliver a series of positive actions to ensure that learners are kept safe from the dangers of radicalisation and extremism.

The Counter-Terrorism and Security Act 2015 has been added to list of relevant legislation in Annex 3 of the inspection handbooks and also in the *Supplementary guidance: inspecting safeguarding in schools and PRUs* (2015) ([www.estyn.gov.wales/sites/default/files/documents/Supplementary guidance - Safeguarding in schools and PRUs- Autumn 2015.pdf](http://www.estyn.gov.wales/sites/default/files/documents/Supplementary%20guidance%20-%20Safeguarding%20in%20schools%20and%20PRUs%20-%20Autumn%202015.pdf)).

The self-evaluation form for safeguarding and child protection requires schools to describe how the school keeps learners safe from the dangers of radicalisation and extremism.

There is no new reporting requirement associated with the changes to guidance. Reports will only include comments when appropriate and in line with the guidance.

This will include documentary evidence of monitoring and review, regular revision of policies and procedures, and effective record keeping of referrals and outcomes. It will also include evidence of continuous professional development relating to the range of issues explored in this guidance at the appropriate level and to the appropriate staff. The *Respect and resilience: Developing community cohesion – self-assessment tool 2016*⁶ associated with this *Respect and resilience* supplementary guidance is designed to ensure compliance with best practice in these processes and activities.

⁶ www.gov.wales/topics/educationandskills/publications/guidance/respect-and-resilience-2015/?lang=en

Actions

- Ensure that the key documents regarding safeguarding are considered and that the toolkit associated with this guidance is used to ensure compliance with best practice.
- Ensure that staff are aware of the updated Estyn supplementary guidance and that staff can describe how it keeps learners safe from the dangers of radicalisation and extremism.
- Ensure that both the school's senior management and governing body are proactive in the day-to-day and longer term management of this aspect.

4.9 Government strategies

The UK Government's Prevent Strategy was subject to review in 2011, and further updated in 2014, and its essential principles are outlined here. Prevent is one of the four strands of the UK Government's counter-terrorism strategy, CONTEST, and is concerned solely with pre-criminal activity. The aim of Prevent is to stop people becoming terrorists or supporting terrorism and violent extremism. Prevent will address all forms of terrorism but continues to prioritise according to the threat they pose to our national security.

The government maintains a fundamental commitment to protecting freedom of speech in this country but preventing terrorism will mean challenging extremist (and non-violent) ideas that are also part of a terrorist ideology. Prevent will also mean intervening to stop people moving from extremist groups or from extremism into terrorist-related activity.

The Prevent strategy will specifically:

- respond to the **ideological challenge** of terrorism and the threat we face from those who promote it
- **prevent individuals from being drawn into terrorism** and ensure that they are given appropriate advice and support
- work with **sectors and institutions** where there are risks of radicalisation which we need to address.

These strategies are constantly under review to respond efficiently to changing risks and threats.

5. Respect and resilience – guidance summary

This document provides guidance to schools and childcare providers in Wales in order to ensure that they conform to the statutory requirements of the Counter-Terrorism and Security Act 2015 and the associated revised Prevent Duty Guidance, July 2015. It has been thoroughly revised to ensure that it is accurate, current and comprehensive, while remaining a useful resource for governors, headteachers, teachers and support staff in schools. It is linked with a toolkit, also thoroughly revised, that enables schools to assess their level of compliance with new statutory requirements, and the extent which they can claim to be a safe learning community.

It also explores the threats facing schools, the wider context of these threats, as well as developments in safeguarding and the support mechanisms now in place. It sets out the importance of the core values that should set the context for learning and teaching in schools as well as the curriculum developments which provide a vehicle for challenging violent and non-violent extremism, and their consequences.

Together with the self-assessment toolkit, this document enables schools to assess risks and take appropriate measures to address these, both by actions taken within schools and in cooperation with external agencies. Central to the success of this strategy is effective communication within schools and appropriate training at all levels.

As with any wide-ranging strategy, training and development will be required to ensure successful implementation. Schools can contact their Prevent coordinator or access information about the Home Office's radicalisation awareness training product Workshop to Raise Awareness of Prevent (WRAP). For more information please e-mail WRAP@homeoffice.x.gsi.gov.uk

As this is an area of activity that is subject to rapid and sometimes unexpected change, this guidance will be regularly updated to ensure that the content and advice remain current, correct and comprehensive.

6. Summary of actions identified in Section 4 – revised guidance

4.1 Safeguarding

- Ensure that safeguarding procedures include provision for identifying and addressing risks relating to radicalisation and violent extremism, and that the DSP has developed channels of communication with appropriate external agencies, especially the police service (see Appendix 1).
- Ensure that the DSP knows the referral pathway within the local authority and how to contact the police officer who acts as the SPoC (Single Point of Contact) for **Prevent** in their region; utilising the service provided by the school community police officer.
- Ensure that safeguarding procedures in particular address the risks relating to access to and influence by digital resources which contain harmful content, and whose messages are in direct conflict with the further development and maintenance of community cohesion.
- Ensure that the DSP has received appropriate **Prevent** training by attending a WRAP course (Workshop to Raise Awareness of Prevent).

4.2 Grooming – contact with recruiters

- Ensure that appropriate training is available for governors, especially the designated governor for child protection, headteachers and staff.
- Ensure that all staff as part of their safeguarding training are trained in line with local arrangements to recognise and communicate their concerns regarding potential risks associated with grooming and harmful influences of individuals, groups and digital media.

4.3 Events, meetings and visiting speakers

- Ensure that agreed protocols are in place regarding events, visiting speakers and other visitors to institutions, and that these are subject to monitoring and reporting.

4.4 Geo-political context

- Ensure that the DSP and managers with responsibility for learner conduct, support and welfare are aware of the risks posed for those anticipating travel to conflict zones and ensure that the range of communication channels mentioned previously are fully utilised.
- Ensure that government advice is available for learners, e.g. Home Office advice *How social media is used to encourage travel to Syria and Iraq*. Ensure that staff know where to get access to additional advice and support.
- Use opportunities within the curriculum to explore and challenge the issues and threats raised previously, wherever appropriate.
- Promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

4.5 Information and communication technology – digital literacy

- Ensure that reports of access to harmful material are fully investigated promptly, and that staff in school are trained in the opportunities and risks inherent in the diverse and developing range of digital technologies and that opportunities to explore the risks are taken up within the curriculum.
- Ensure that policies and protocols regarding safe use of IT resources are reviewed regularly and updated, including the use of filters wherever possible (see recommended web filtering standards for schools in Wales guidance).
- Ensure that a designated member of staff with appropriate knowledge and skills is given responsibility for maintaining currency of knowledge regarding potentially harmful developments in digital technologies.
- Establish clear procedures for staff and learners engaged in research related to terrorism and extremism.

4.6 Community-focused schools

- Ensure that the implementation of policies, processes and procedures is monitored across all locations where learners are present, whatever the size, nature and location of provision.

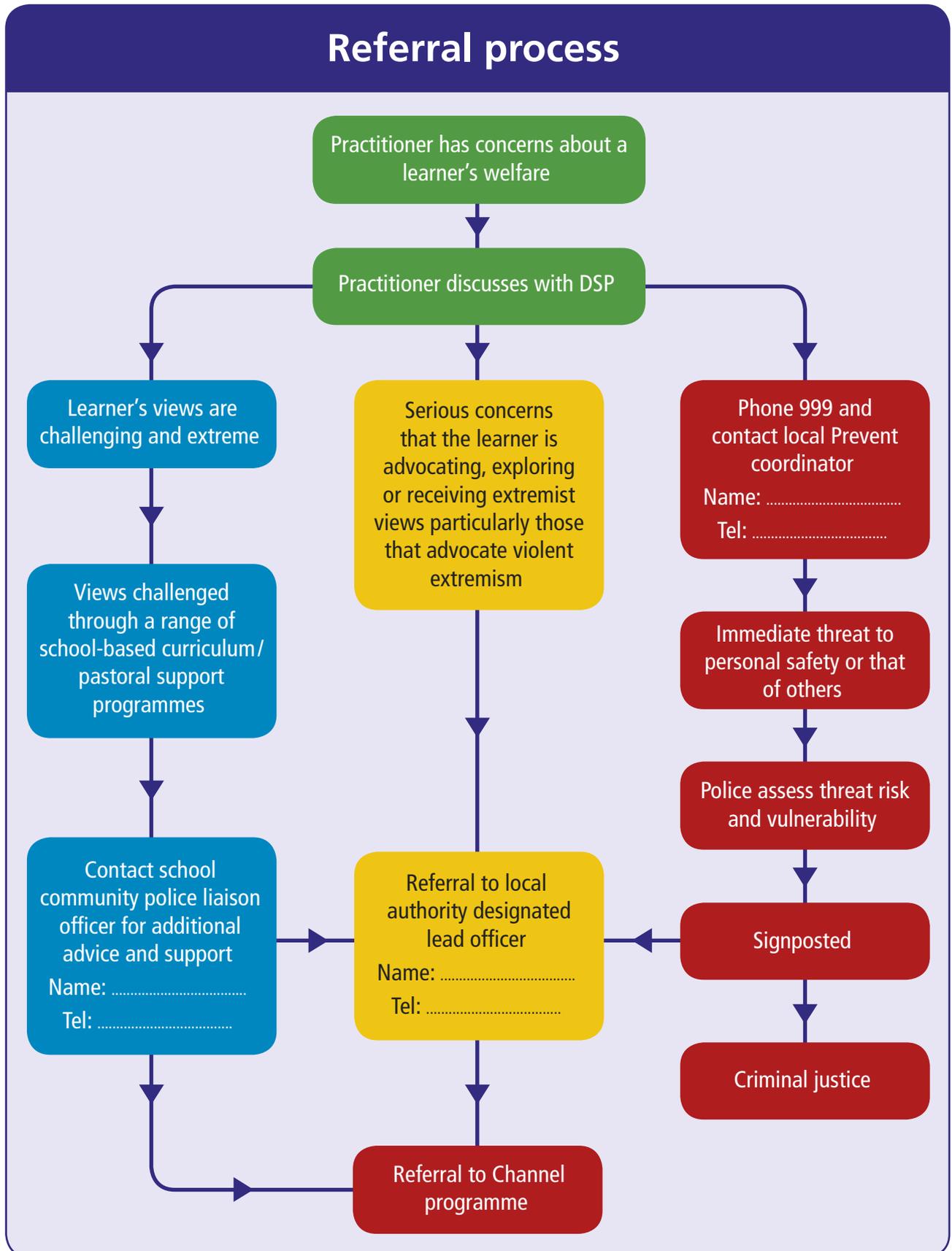
4.7 Curriculum

- Use opportunities within the curriculum to explore and challenge these issues wherever appropriate.
- Review suggested resources in the original guidance document.
- Discuss with the school community police officer which aspects of the core programme might be appropriate for your school and its context.

4.8 Estyn inspection framework

- Ensure that the key documents regarding safeguarding are considered and that the toolkit associated with this guidance is used to ensure compliance with best practice.
- Ensure that staff are aware of the updated Estyn supplementary guidance and that staff can describe how it keeps learners safe from the dangers of radicalisation and extremism.
- Ensure that both the school's senior management and governing body are proactive in the day-to-day and longer term management of this aspect.

Appendix 1: Referral process



Appendix 2: References

Welsh Government documents

Respect and resilience: Developing community cohesion – a common understanding for schools and their communities (2011)
www.gov.wales/docs/dcells/publications/110209respecten.pdf

Keeping learners safe – The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 (2015)
www.gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf

Recommended web filtering standards for school in Wales (2015)
www.gov.wales/docs/dcells/publications/150629-recommended-web-filtering-standards-en.pdf

Other documents

Revised Prevent Duty Guidance: for England and Wales
(HM Government, 2015)
www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

Channel Duty Guidance (HM Government, 2015)
www.gov.uk/government/publications/channel-guidance

Supplementary guidance: inspecting safeguarding in schools and PRUs
(Estyn, 2015)
www.estyn.gov.wales/sites/default/files/documents/Supplementary%20guidance%20-%20Safeguarding%20in%20schools%20and%20PRUs-%20Autumn%202015.pdf

Global Citizenship Challenge. Inequality – diversity
(WBQ National/Foundation)
www.wjec.co.uk/qualifications/qualification-resources.html?level=ks4NationalFoundation&subject=welshbaccalaureate&language_id=1