



Preventing Extremism and Radicalisation in our Stoke on Trent LA Settings

..... Primary Academy

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Stoke-on-Trent Safeguarding Children Board express their sincere thanks to the HEADTEACHERS' PREVENT BOARD who made an enormous contribution to the development of this document.

1. Introduction

..... Primary Academy is committed to providing a secure environment for pupils, where they feel safe and are kept safe. All adults at Primary Academy recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether or not their role has direct contact or responsibility for children and young people.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our Academy's safeguarding approach.

2. Definitions

Ideology - a set of beliefs.

Extremism - a 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.

Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism - an action that endangers or causes serious violence, damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

Fundamental British values – are a set of expected standards by which people resident in the UK must live, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

3. Guidance and Legislation

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

- Stoke-on-Trent Safeguarding Children Board procedures
- Counter-Terrorism and Security Act 2015
- DfE (2015) 'The Prevent duty'
- HM Government (2021) 'Revised Prevent Duty Guidance: for England and Wales'
- DfE (2022) 'Keeping children safe in education' (KCSIE)
- Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
- [Report](#) into Allegations Concerning Birmingham Schools Arising from Trojan Horse Letter; Peter Clarke: July 2014.
- Promoting Fundamental British Values as part of SMSC in Schools; [Nov 2014](#)
- OFSTED School Inspection Handbook
- Childcare Act 2006
- Data Protection Act 2018
- The GDPR

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.
- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.
- Have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 of the Counter-Terrorism and Security Act 2015.

4. Setting Ethos and Practice

..... Primary Academy recognises the Government's concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism.

Violent Extremism is defined by the Crown Prosecution Service (CPS) as:

"The demonstration of unacceptable behaviour by using any means or medium to express views, which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts;*
- *Foster hatred which might lead to inter-community violence in the UK."*

Extremism can take many forms including that linked to Far Right / Neo Nazi / White Supremacist, Al Qaeda/Daesh ideologies, Irish Nationalist and Loyalist paramilitary groups, and that linked to Animal or Environmental Rights movements.

Our setting is a safe place where pupils can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. However there is no place for extremist views of any kind in our setting, whether from internal sources - pupils, staff or governors; or external sources - community, external agencies or individuals.

As a setting we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and accept difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources, including the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with the Trust policy.

Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities setting staff will be alert to:-

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the setting, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner settings, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, ethnicity or culture.
- Attempts to impose extremist views or practices on others.

Our setting will closely follow any locally agreed procedure as set out by the Local Authority and the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

5. Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our setting, this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches as appropriate, so as to address specific issues to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success following the three broad categories of:-

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our setting so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

This will work in conjunction with our settings approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:-

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our setting understands and embraces our local context and values in challenging extremist views, and to assist in the broadening of our pupil's experiences and horizons.

We will promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect difference, especially those of different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered support through referral to Stoke-on-Trent Channel Panel – see section 13.

6. Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in opposition to, the setting's values and ethos. We must be aware that in some instances, the work of external agencies may not directly be connected with the rest of the curriculum so we need to ensure that this work is of benefit to pupils.

Our setting will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:-

- Any messages communicated to pupils are consistent with the ethos of the setting and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils.
- Activities are carefully evaluated by the setting to ensure that they are effective.

We recognise, however, that the ethos of our setting is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves, where appropriate to their age and ability; but also to help pupils develop the critical thinking skills needed to engage in informed debate

7. Whistle Blowing

Where there are concerns of extremism or radicalisation, pupils and staff are able to discuss this with the Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to Trust Whistle Blowing Policy.

8. Child Protection

Please refer to our Safeguarding and Child Protection Policy and Procedures for the full procedural framework.

Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect.

For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with; or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive.) Therefore, all adults working at the setting (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead.

9. Role of the Designated Safeguarding Lead (DSL)

The DSL is _____

The Deputy DSL is/are _____

The role of the DSL is set out in our Safeguarding and Child Protection Policy.

The DSL is the focus person who setting staff, and others, may come to if they have concerns about an individual child's safety or well-being, and they are the first point of contact for external agencies.

The DSL is also the person who leads on concerns regarding extremism or radicalisation. Where there are concerns regarding extremism and radicalisation, the DSL will liaise with Stoke-on-Trent Channel Coordinator and make referrals where appropriate – see section 13.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or Deputy) making a referral to the Channel programme.

10. Training

Whole setting training on Safeguarding and Child Protection will be organised for staff and governors at least every three years. This training should be approved by the Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DSLs will attend training courses as necessary and the appropriate inter-agency training organised by the Local Safeguarding Children Board at least every two years.

All setting staff will undertake Home Office approved WRAP Training (Workshop to Raise Awareness of Prevent;) also sometimes referred to as 'Prevent training.'

Whole setting WRAP/Prevent training (Home Office approved;) is delivered by Sarah Dyer, Prevent Education Officer (Sarah.Dyer@stoke.gov.uk). This training will need to be accessed by booking on the following link: <https://www.eventbrite.co.uk/e/prevent-and-channel-awareness-training-for-education-settings-tickets-603693652967>

For information regarding multi agency training on Challenging Extremism see SCB website - <https://www.staffsscb.org.uk/>

11. Recruitment

The arrangements for recruiting all staff, (permanent, temporary and volunteers;) to our setting will follow statutory guidance in Keeping Children Safe in Education 2020.

We will apply safer recruitment best practice principles and sound employment practice in general, which include, but are not limited to, ensuring that DBS checks are made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will be alert to the possibility that persons may seek to gain positions within our setting so as to unduly influence our setting's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our setting, we will minimise the opportunities for extremist views to prevail.

12. Role of Governing Board

The Governing Board of our setting will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our setting will support the ethos and values of our setting and will support the setting in tackling extremism and radicalisation. www.gov.uk/government/publications/birmingham-schools-education-commissioners-report

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our setting website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2019' the governing body will challenge the setting's senior leadership team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

13. Stoke-on-Trent PREVENT Programme

The Prevent Programme is Stoke-on-Trent's response to the Government's [national counter-terrorism strategy](#), which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are:-

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people 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 that we need to address

The Government has defined Extremism in the Prevent Strategy as the "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." They also include in their definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

The Prevent duty is seen as part of the Academy’s wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Stoke-on-Trent’s Prevent Programme is designed to:-

- divert vulnerable individuals away from the radicalisation process and ensure that they are given the appropriate advice and support through local safeguarding structures
- deter extremist groups from creating disharmony, division and spreading hate
- keep the majority safe from the few who seek to harm others
- ensure that sectors and institutions develop an appropriate response to tackle extremism
- ensure that media and wider public recognise that the illegal or extreme actions of a few individuals from a particular background do not reflect the values and views of others with the same background, faith or belief
- ensure that the reputation of the city and its residents is maintained and enhanced.

For further information about Stoke-On-Trent’s Prevent Programme please contact Shahzad Tahir, Community Cohesion Manager, Stoke-On-Trent City Council on 01782 238771.

14. Channel Panel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The Academy’s Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Stoke-on Trent has a multi-agency group – the Channel Panel, to provide support to people at risk of being radicalised, recognising that the radicalisation of vulnerable children and adults is a safeguarding issue. The Channel Panel is chaired by a senior Safeguarding Manager from Stoke-on-Trent City Council.

The objectives of the Channel Panel are to:-

- identify individuals at risk of being drawn into violent extremism
- assess the nature and extent of that risk
- develop the most appropriate support for the individuals concerned.

It is important to trust your professional judgement – if you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.

The DSL will liaise with Staffordshire Police Prevent Team to discuss and make a referral if necessary.

When a referral is received, the Prevent team will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and develop the most appropriate support package for the individual concerned.

Staffordshire Police Prevent Team can be contacted on:-

Tel: 01785 232054

E-mail: prevent@staffordshire.pnn.police.uk

15. Reporting online material promoting terrorism or extremism

The internet is used by some people to promote terrorism and extremism. _____ Primary Academy is committed to ensuring that students are not be able to access extremist ideas or materials online in the setting. We will challenge and report any terrorist and extremist content found online, which is offensive or illegal.

As private citizens, members of staff can also report such material, anonymously if necessary, by clicking on the button below:-



Examples include material such as:-

- articles, images, speeches or videos that promote terrorism or encourage violence
- content encouraging people to commit acts of terrorism
- websites made by terrorist or extremist organisations
- videos of terrorist attacks

The national Counter Terrorism Internet Referral Unit (CTIRU), which investigates the material, will try to secure the removal of the material as quickly as possible.

16. Department for Education – Preventing extremism in schools and children’s services

The DFE have set up a helpline that schools and other organisations working with children can contact if they have concerns about radicalisation:

Tel: 020 7340 7264

E-mail: counter.extremism@education.gov.uk

If you are concerned about extremism in a school or another organisation that works with children, or if you think a child might be at risk of extremism, contact their helpline.

Open Monday to Friday from 9am to 6pm (excluding bank holidays).

<https://educateagainsthate.com/>

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Appendix 1 - Prevent Resources, Support and Guidance for Education Settings

National Online Resources			
No.	Product	Details	Link/Contact
1	Educate Against Hate	A website jointly developed by the Home Office and Department for Education which contains details of resources that schools may use	http://educateagainsthate.com/
2	Miriam's Vision	Materials produced by Miriam Hyman Trust as a result of 7/7.	www.miriamsvision.org
4	Hammersmith and Fulham Prevent Resources Pack	Lesson materials produced by H&F LA covering digital awareness, conspiracy theories and extremism.	https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/school-staff-zone/prevent-and-schools/prevent-and-schools-resources-and-lesson-plans
5	Prevent Tragedies	A UK Police and partners initiative to help prevent people getting drawn into violent extremism and terrorism	http://www.preventtragedies.co.uk/
	Anne Frank Trust	To use Anne Franks life to empower young people with the knowledge, skills and confidence to challenge all forms of prejudice and discrimination	http://www.annefrank.org.uk/
5	Getting on Together	A suite of curriculum material covering modules on extremism, open debate and critical thinking.	http://www.got.uk.net/
Stoke-on-Trent Safeguarding Children Board Online Information			
6	Stoke-on-Trent Children Safeguarding Board	The schools/education section of the Safeguarding Children Board (SCB) website	http://www.ssscb.org.uk/

7	Stoke-on-Trent Children Safeguarding Board	The professionals section of the Safeguarding Children Board website page for Extremism, Radicalisation and Prevent	http://www.ssscb.org.uk/
8	Stoke-on-Trent Children Safeguarding Board	Safeguarding People who are vulnerable to being drawn into Violent Extremism and/or Terrorism in Staffordshire and Stoke on Trent	http://webapps.stoke.gov.uk/uploadedfiles/D19_Joint_Prevent_Channel_Guidance_v10_Final.pdf
8	S-o-T Children Safeguarding Board	Stoke on Trent Chanel Panel Operating Principles	http://webapps.stoke.gov.uk/uploadedfiles/SOTCC_Channel_operating_principles.pdf

Local Resources

9	Community Cohesion Team	<ul style="list-style-type: none"> a. Sessions on cohesion, extremism and hate crime delivered to pupils b. Assist schools in building links with local communities and faith institutions c. Deliver Faith workshops to pupils d. One to one & group support to assist schools in addressing tension in the school environment e. Provide support to schools on cultural awareness f. Prevent & Cohesion awareness sessions for staff and governors. 	<p>Shahzad Tahir, Community Cohesion Manager (Prevent Co-ordinator) 01782 238771 shahzad.tahir@stoke.gov.uk</p> <p>Iftikhar Ahmed iftikhar.ahmed@stoke.gov.uk</p>
10	Prevent	<ul style="list-style-type: none"> a. Raise awareness of the Prevent Duty in Education and conduct training e.g. WRAP (Workshop to Raise Awareness of Prevent) Home Office approved b. Provide targeted support to education settings around Prevent related concerns c. Provide Prevent policy advice/guidance to members of the Senior Leadership Team d. Understand local vulnerabilities e. Engage with unregulated settings 	<p>Shariyar Alamgir Alamgir.SHERIYAR@education.gov.uk</p>

		<p>f. Conduct quality assurance on external projects</p> <p>g. Assist curriculum leads with resources which foster resilience to extremism</p> <p>h. Facilitate student Prevent-related workshops</p> <p>i. Act as the link between Channel referrals and schools.</p>	
11	Channel Panel	Information, advice and support about the Channel Panel	Shahzad Tahir shahzad.tahir@stoke.gov.uk
12	Prevent	Information about local Prevent activities and to access the support of the Prevent Education Officer	Sheriyar Alamgir Alamgir.SHERIYAR@education.gov.uk
13	Staffordshire Police Prevent	Information about Prevent and to make a referral if you are concerned that an individual is being radicalised	prevent@staffordshire.pnn.police.uk

National Guidance

14	Channel Duty Guidance - Home Office	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118187/vul-assessment.pdf
15	Prevent Duty Guidance for England and Wales	https://www.gov.uk/government/publications/prevent-duty-guidance
16	Protecting children from radicalisation: the prevent duty	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
17	The use of social media for online radicalisation	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf
18	Promoting Fundamental British Values as part of SMSC – Nov 2014	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
19	Schools Inspection Handbook- Ofsted	https://www.gov.uk/government/publications/education-inspection-framework
20	Keeping Children Safe in Education, DfE – September 2021	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf
21	Governance Handbook, DfE	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf
22	Headteacher's Standards	https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020

23	Counter-extremism policy in English schools – House of Commons briefing paper	http://researchbriefings.files.parliament.uk/documents/CBP-7345/CBP-7345.pdf
24	Proscribed terrorist groups and organisations	https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2/proscribed-terrorist-groups-or-organisations-accessible-version