



Crewe Engineering & Design UTC

Preventing Extremism & Radicalisation Policy

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Preventing Extremism and Radicalisation Policy

Introduction

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

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Crewe UTC's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004*. This Preventing Extremism and Radicalisation Policy is one element within our overall arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

Our UTC's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2018"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources

Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

** The physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in *Appendix 1*.

Ethos and Practice

When operating this policy Crewe UTC uses the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our UTC, whether from internal sources; students, staff or governors, or external sources; the community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this.

As a UTC we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for young people 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 students.

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, at Crewe UTC we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

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 and media, including via the internet, and at times students 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 students or staff will always be challenged and where appropriate dealt with in line with our Behaviour for Learning Policy for students and the Code of Conduct Policy for staff. 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 UTC staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of the academy, such as in their homes or community groups, especially where students have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- local authority services, police reports of issues affecting students in other schools or settings
- Students 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, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-western or Anti-British views.

Our UTC will closely follow locally agreed procedure as set out by Crewe Safeguarding Children Board's for safeguarding individuals vulnerable to extremism and radicalisation.

At the UTC, we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

We aim to develop and nurture these by:

- Planning a vibrant, engaging assembly programme with core ethical values and beliefs at its heart
- A well-structured Personal, Social, Health and Citizenship education programme which addresses all of the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities)
- A strong Religious Studies and Ethics programme at both Key Stages
- Effective and well-managed student voice enabling students to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour for Learning Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding
- Adopting Restorative Justice approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures).

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 young people may experience elsewhere may make it harder for them to challenge or question these radical influences. In our UTC this will be achieved by good teaching, primarily via PHSCE; 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, *Appendix 2*

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students 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 so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a student centered approach
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our UTC so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our approach to the Spiritual, Moral, Social and Cultural development of students 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 students.

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

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

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

Use of External Agencies and Speakers

At the UTC we encourage the use of external agencies or speakers to enrich the experiences of our students; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or

experiences for our students.

These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the UTC's values and ethos. The UTC will plan visits from external speakers beforehand using the appropriate proforma (see Appendix 3). We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the academy curriculum so we need to ensure that this work is of benefit to students. Crewe UTC will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the academy 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 students 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 students
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our UTC is to encourage students 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 and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation students, staff and governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the Principal straight away (or if it relates to the Principal inform the Chair of Governors).

Safeguarding

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

Staff at Crewe UTC will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a young person or young people may be at direct risk of harm or neglect. For example; this could be due to a young person 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 young person's family that may equally place them at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working in the UTC (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a young person may be at risk of harm or neglect to the Designated Safeguarding Lead or

Principal.

In Crewe UTC our Safeguarding reporting arrangements are set out fully in our Safeguarding and Child Protection Policy.

The Designated Safeguarding Lead is: ***Karen Sudworth***

The Deputy Designated Safeguarding Lead is: ***Rebecca Whim***

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education' which is detailed in the Safeguarding Policy.

Role of Governing Body

The Governing Body 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. They will support the ethos and values of our UTC and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2018' the Governing Body will challenge the Senior Leadership Team on the delivery of this policy and monitor its effectiveness.

Appendix 1

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
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.
3. Extremism is defined by the Crown Prosecution Service 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; or*
 - *Foster hatred which might lead to inter-community violence in the UK.*
4. There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis** – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis** – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances** – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations** – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need** – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;

- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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Appendix 2

Teaching approaches that help to build resilience to extremism among young people

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OPM and National Foundation for Educational Research

What this is and who it is for

This is a summary for decision makers - policy makers, school leaders, teachers and other practitioners, such as youth and community workers - of the key ingredients of evidence-based teaching approaches and interventions that are effective in building resilience to extremism among young people. It also details support factors in schools and other education settings that maximise the benefits and impact of such interventions.

Why it is useful

The aftermath of events such as the London bombings in 2005 has highlighted the need to combat **extremisms** and develop young people's **resilience** to potentially harmful ideologies to prevent them from being **radicalised**.

- **Extremism** is more than simply stubbornness in one's views or general intolerance to others. It involves holding views which are considered by equals, peers and society as being at odds with the core beliefs of the whole;
- **Radicalisation** is the process by which people adopt an extreme position in terms of politics and religion, a violent extremist ideology, or move to violent action in support of their beliefs;
- **Resilience** is 'the ability to bounce back from adversity and describes a process in which people can overcome or resist negative influences that block emotional well-being and/or achievement.

The Coalition government has signalled its intention to 'tackle extremism by challenging its bigoted ideology head-on' and ensuring that 'everybody integrates and participates in our national life'.¹

It has underlined the continuing key role of education, and of decision makers – policy makers, school leaders, teachers and other practitioners in particular, in helping to build resilience to extremism among all young people. This should not be confused with specific interventions, delivered by specialists, which are targeted at individual young people already radicalised or at considerable risk of radicalisation. It is wrong to assume that this preventive role is the preserve of **specialists**. Rather it is the responsibility of **all decision makers (policy makers, school leaders, teachers and practitioners)** to help build resilience to extremism among young people.

The challenge for policy makers, school leaders, teachers and other practitioners, such as youth and community workers, is how to successfully fulfil this responsibility in their everyday practice. This evidence-based, practical advice presents key ingredients and support factors that will help those in schools and other education settings to meet this challenge with growing confidence.

¹ Speech by Home Secretary Theresa May October 2010

What it draws on

The practical advice draws on a **large-scale, in-depth research study** undertaken by OPM and NFER for DCSF (now DfE). The study aimed to provide a strong evidence base to schools and other education providers to help them choose the most appropriate interventions to build resilience to extremism among young people. The research included a systematic literature review, steering group of experts in the field, and scoping study of effective teaching approaches. It culminated in the selection of **ten case studies of effective interventions** and an **in-depth investigation** of what made them effective in building resilience to extremism among the young people involved in terms of key ingredients and support factors. The case studies covered three broad categories.

- Programmes or interventions aimed specifically at building resilience to extremism
- Interventions or activities aimed at building resilience more generally or that illustrated one particular 'key ingredient' which it was believed may contribute towards building resilience amongst young people (for example 'helping to see multiple perspectives')
- 'Comparator' case studies – namely case studies aiming to build resilience to violent extremism in other areas or contexts (such as in Northern Ireland)

What it suggests

The research identified a number of **key ingredients** of teaching approaches and interventions which can help build resilience to extremism amongst young people and of support factors that underpin them. The in-depth case studies highlighted how teaching activities and interventions which incorporate these key ingredients can help build resilience by counteracting the complex factors that can push or pull young people towards extremism. They also underlined how many of the key ingredients can be used to good effect by any skilled teacher, youth and community worker or practitioner.

Many of the key ingredients will feel like general principles of good teaching. Indeed, such principles provide the foundations on which to build resilience through teaching approaches. However, they are not enough by themselves. **Simply teaching well in itself is NOT sufficient to build resilience.**

The key ingredients of teaching approaches and interventions can be clustered under **three main headings**:

- 1. Making a connection through good design and a young-person centred approach;**
- 2. Facilitating a safe space for dialogue and positive interaction;**
- 3. Equipping young people with appropriate capabilities - skills, knowledge, understanding and awareness**

Whatever the setting and resources available, the principles of **good design** and **facilitating safe space** (the first two clusters) are crucial and non-negotiable. Indeed, the case studies show that a well-designed, well-facilitated intervention can go a long way to building resilience. However, these principles need to be reinforced by approaches that equip young people with the **appropriate capabilities** - knowledge, understanding, skills and awareness - including practical tools and techniques to be resilient to extremism (the third cluster).

It is also crucial that decision makers – policy makers, school leaders, teachers and other practitioners - use their professional judgment in adapting, building on and applying these key ingredients to their particular contexts. This helps to make them more relevant and effective in increasing young people's resilience to extremism.

Key ingredients

The **key ingredients** under each cluster are:

1. Making a connection through effective design and a young-person centred approach

Giving careful thought to the nature and focus of the teaching approach or intervention. Interventions which are designed to build resilience to extremism work best where they **actively target** and **involve young people**. This can help to counter some of the push/pull factors into extremism including low self-esteem and young people lacking a sense of achievement and not feeling they have a place in society.

A well designed intervention or programme should:

Feel enjoyable to those participating and distinctly different from normal classroom lessons. By building in: lots of opportunities for discussion and group exercises; the use of an external facilitator rather than a classroom teacher; and, taking an approach that emphasises ‘honest realism’ – i.e. not shying away from controversial issues.

Have the learning objectives of the intervention communicated clearly to young people. How the activity in question fits within the broader learning programme and/or with other agendas.

Set concrete and tangible goals and outputs for young people to foster a sense of ownership and help to sustain their involvement over time. For example, by presenting at a conference at the end of a project, or creating an online wiki database or film.

Be young person centred and young person led. Having young people as peer educators, which offers a sense of empowerment and can raise self-esteem, and making materials and activities relevant to young people’s lives, for example, by reflecting local community language and issues.

Produce something ‘real’ to encourage young people to work together collaboratively, and foster transferable skills. Young people said they found particularly enjoyable activities that used new technology such as film making, social messaging, online forums and video conferencing.

Case Study - Digital Disruption

According to project deliverers a key success of the intervention was how it used creative media to produce a final deliverable - namely the scripting and production of a number of short films by young people based on exposing the nature of propaganda. The videos created remain on the internet, where they can be viewed by a wider community of young people. The participants were enthused that by remaining online, their videos could attract the attention of national media.

2. Facilitating a safe space for dialogue and positive interaction

Creating a dialogue conducive to building resilience, facilitators - whether teachers or other practitioners – need to create a **‘safe space’** for all young people in a group to be able to take part in discussion, which may (and in fact often does) cover controversial issues. This is particularly important in the context of work targeted at building resilience to extremism because young people may be reluctant to engage with the issue or have a history of disengagement from formal learning.

Creating a 'safe space' can mitigate factors which may push young people towards extremism by providing an opportunity for them to explore grievances and ensure their voice is heard.

In order to create a '**safe space**' facilitators need to:

- **Recognise the key context factors that are crucial for creating a safe space:**
 - the development, preferably with young people, of agreed ground rules which are easy to remember, and which provide a vital route of recourse if things become heated or if unsavoury things are said
 - tools and techniques which enable young people to self-facilitate sensitive discussions themselves, thereby taking ownership of the safe space
 - the ability of facilitators to ensure that sessions are inclusive and supportive, and to be able to deal with a young person saying something unpalatable, incendiary or offensive.

- **Have the willingness, confidence and ability to act in such a way that 'connects' with young people.** For example, by allowing honest, trusting and equal relationships to form, 'letting go' of the direction of the discussion, the appropriate use of humour and role-modelling of expected behaviours.

- **Respect young people's pre-conceptions.** Otherwise, young people are likely to feel that they are being judged and are thus less likely to constructively engage with resilience-building activities. These pre-conceptions may reflect extremist or otherwise offensive thinking, but rather than ignoring them facilitators should allow the views to be aired and dealt with.

- **Possess sufficient knowledge.** For example, in countering stereotypes or mistaken assumptions about a particular religion, or where this is not feasible, know how to access the necessary information.

- **Be willing to admit gaps in their own knowledge.** Partial or inaccurate information can undermine participants' trust in facilitators and disengage them from the intervention, potentially exacerbating a situation that may already be sensitive and difficult to manage.

- **Take the time to accurately assess the knowledge levels of their students.** Including the extremism of young people's views, so as to be able to tailor the session accordingly.

Case Study - UK Resilience programme

Participants were equipped with an assertiveness technique to help them challenge others safely (e.g. if they felt the behaviour or an opinion of another person had threatened the safe space). They were encouraged to break the challenge down into four clear steps:

D – Describe the problem

E – Explain how it makes you feel

A – Ask them to change their behaviour

L – Learn from the experience.

Young people felt the 'DEAL' framework was a useful way to remember how to challenge others respectfully during the lesson. They also felt it could be transferred to a number of situations outside of the classroom.

4. Equipping young people with appropriate capabilities - skills, knowledge, understanding and awareness

- Placing an **explicit focus on 'harder' skills, tools and techniques** in teaching approaches and interventions to improve personal resilience and to have real, long-lasting benefits. These include leaving young people better able to cope with life pressures and challenges, using critical thinking skills to appreciate different perspectives and come to their own view, and working well with peers. This entails teaching and learning approaches that:
 - Build personal resilience and a positive sense of identity. Supporting young people to be emotionally resilient to life's pressures and helping them to foster a positive sense of self, for example, through positive thinking, conflict-management techniques and celebrating their multi-faceted identities.
 - Use simple theoretical frameworks and interactive techniques. For example, using role-play to explore complex ideas about the control we can exercise over our perceptions, emotions, behaviours, interaction with others and capacity to affect change in our lives.
 - Build a 'stretch' element into the design, and provide opportunities for young people to reflect on their achievement. The principle that young people should be supported to develop confidence, a sense of self-worth and future aspirations by being encouraged to step outside of their comfort zone.
 - Support young people to explore, understand, and celebrate their personal identity. Particularly effective where young people are enabled to reflect on the multiple facets of their identity, discuss the possible tensions and celebrate multiplicity as something which creates balance and 'uniqueness'.
 - Promote critical thinking skills which are crucial for interrogating and challenging extremist ideologies. Most successfully developed through teaching methods that support inquiry and intellectual inquiry led by the young people themselves.
 - Make young people aware that views and experiences other than their own exist in the world. Giving young people the opportunity to realise that views and experiences other than that of their immediate family, peer network and / or school community also exist.
 - Encourage participants to engage with a balanced range of information, and appreciate the value of an evidence-based approach. Helping to challenge common myths and helping young people to appreciate the complexity of, for example, global conflicts.

Case Study - Three Faiths Forum

The **Tools for Trialogue** method used by Three Faiths Forum encouraged young people to think about their identity in terms of a series of lenses through which they see the world, as if they were putting on different pairs of coloured glasses. This simple analogy enabled the young people to consider the different facets of their identity (such as their gender, ethnicity, faith, age, nationality, political orientation, beliefs, etc.), and how these aspects of themselves might affect their interpretation of events and issues, and their judgments of other people.

Support factors

The study has also shown that there are three sets of broader **support factors**, within schools and other education settings, which are important in enabling the key ingredients to be employed in successful teaching approaches and interventions. These factors are:

Effective partnership working with local agencies

Supportive school leaders

Good integration with the wider curriculum.

Effective partnership working with local agencies

Partnership working is a way to ensure that an intervention's potential impact can be maximised in practice through:

- **Creating local understanding** about the intervention, which helps to ensure that it is tailored appropriately to the local circumstances and takes into account any particular local issues or sensitivities
- **Enlisting the help of locally-trusted individuals.** This is especially relevant in terms of recruiting young people for sensitive, targeted interventions, a point raised in the literature review and supported in the case-study research
- **Developing a 'network of support'** to ensure the intervention's sustainability in different places over time.
- **Recognising the key principles of effective partnership working.** Including open communication between agencies, which helps to generate shared understanding about the aims, methods and expected outcomes of the intervention; (for longer-term interventions) regular feedback on impact achieved; and encouraging local agencies to take ownership of specific aspects of an intervention.

Supportive school leaders

Strong support from school leaders is essential in gaining the buy-in of teachers and students and, where appropriate, parents and local community representatives. It means that the intervention is more likely to be well-resourced, and have a strong and clear educational rationale for those who are involved in it, whether they are teachers, facilitators, school leaders or participants. This can best be achieved through:

- Strong leadership and support that ensures a good level of understanding among the leadership team, allows sufficient time for the principal staff member to plan, organise and run the intervention, and enables the provision of sufficient training for participating staff members.

Good integration within the curriculum

If an intervention or programme is to be sustainable, it needs to be linked with and anchored in the wider curriculum. An intervention that is integrated into curriculum structures and teachers' working practices increases its potential to have maximum impact for students. It also avoids the necessity of spending time on one-off, isolated discrete interventions that may need to be repeated at further cost in the future. Good curriculum integration involves:

Saving time and working 'smart' - an intervention needs to have resonance with a school's ethos if it is to have practical and sustained senior leadership support. Another way to gain leaders' support is through the intervention's capacity to allow teachers to maximise the use of their time through working 'smart' – by achieving a number of goals through one piece of work.

Maximising impact - Interventions that are integrated into the ethos and curriculum of the school provide a coherent and sustainable approach that maximises their impact. In particular, the messages conveyed by these interventions need to be clear, consistent and regularly repeated throughout the school's daily working practices if students are to be able to absorb them.

Additional Information

The full report can be accessed at <http://www.education.gov.uk/publications/>

Further information about this research can be obtained from Sarah Butt, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT

Sarah.BUTT@education.gsi.gov.uk

This research report was commissioned before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy and may make reference to the Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE).

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

Appendix 3

External Speaker/Presenter Planning document

Pre-Delivery Meeting:	
Details of staff member identified as main contact prior to the day and on the day:	Name: Contact Number:
Details of visiting presenter/s on the day:	Names: Contact Numbers:
Arrangements for checking DBS status of all presenters	
Date/s of sessions	
Timings of session/s	
Risk Assessment in relation to the session/s	
Number of students attending each session	
Age and Year Group of students attending	
Number and names of adults supporting in each session	
School: let pupils/students and their parents know the types of things to be covered. Obtain written parental permission if necessary	Agreed content of the session
School: Identify any pupils/students exempt on religious grounds or due to emotional issues and communicate the alternative arrangements to those pupils/students prior to the session	
Trainer: 5 working days before the event send items to be photocopied through to the school School: ensure that these are copied and to hand on the day	
Agree how and when the session/s will be evaluated	
School: communicate the following responsibilities to staff prior to their attending the session: <ul style="list-style-type: none"> Identify any key information relating to students to the trainer prior to the start of the session e.g. students with disabilities or medical conditions which may impact e.g. hearing, sight, epilepsy etc. 	

<ul style="list-style-type: none"> • The expectations of staff while in the session: to monitor pupil/student responses, to identify those who act out of character, to identify areas for further work/reinforcement, to positively praise those contributing well • What to do if a student discloses/becomes visibly upset/starts to disrupt the session/becomes medically unwell • To bring to the attention of the DSL safeguarding concerns • To ensure that the presenter sticks to the agreed brief and to step in if content, delivery, or behaviour of the presenter is unacceptable <i>(the trainer should never be unsupported in the sessions)</i> 	
<p>School to ensure that a suitable room is identified e.g.</p> <ul style="list-style-type: none"> • Adequate seating • Flipchart/projector/sound system • Good ventilation • No interruptions 	<p>Room layout</p> <p>Equipment needed</p>
<p>On the day:</p>	
<p>Trainer to notify the school asap if there are any changes to timings/if they are held up etc.</p> <p>School to notify the trainer asap if there are any changes (These occasions should be extremely rare)</p>	
<p>Students to be on time</p> <p>Trainer to keep to timings</p>	
<p>Mutual responsibility to that agreements made prior to the session/s are adhered to and any concerns/alterations are notified to the key contact at the school without delay</p>	
<p>Following the event:</p>	
<p>Date on which follow up meeting will take place with a group of students and key members of staff</p>	
<p>Action plan to be agreed</p>	