

What are the expectations on schools to respond to concerns raised by extremism?

Under section 26 of the 2015 Counter-Terrorism and Security Act, schools are subject to the duty...

'to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit'.

What will Ofsted look at?

Leadership and management judgment

- **Leaders must...** 'make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.'
- Inspectors will consider how well leaders and governors promote all forms of equality and foster greater understanding of, and respect for, people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community.
- They will also assess the effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. They will investigate what the staff do/would do when they suspect that pupils are vulnerable to these issues.

Personal development, behaviour and welfare judgment

- Inspectors will evaluate the extent to which the school successfully promotes and supports pupils'... 'understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media' & 'personal development so that they are well prepared to respect others and contribute to wider society and life in Britain.'

Ofsted grade descriptors: for leadership and management (safeguarding):

| Outstanding | Good | Inadequate |
|---|--|--|
| Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate. | Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. | Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk. |

What will ISI inspectors look at?

- **Quality of Education Provided:**

The curriculum includes:

(d) personal, social, health and economic education which–

(i) reflects the school’s aim and ethos; and

(ii) **encourages respect for other people**, paying particular regard to the protected characteristics set out in the 2010 Equalities Act(a). [Protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.]

- **Welfare, Health & Safety of Pupils:**

‘...children are taught about safeguarding, including online, through the curriculum and PSHE. Particular attention should be paid to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet.’

ISI grade descriptors for Pupils’ Personal Development:

| Excellent | Good | Sound | Unsatisfactory |
|---|---|--|--|
| There is compelling evidence that pupils are inclusive ...Pupils enthusiastically promote understanding of their own and other cultures...They have a strong awareness of the dangers to themselves and others posed by those who seek to stifle differing opinions or healthy debate. | There is solid evidence that pupils are inclusive ... Pupils enthusiastically promote understanding of their own and other cultures...They have a strong awareness of the dangers to themselves and others posed by those who seek to stifle differing opinions or healthy debate. | Pupils respond to encouragement to be inclusive of those from backgrounds different to their own... They have an awareness of the dangers to themselves and others posed by those who seek to stifle differing opinions or healthy debate. | Pupils mix with pupils of other nationalities, backgrounds and beliefs, but only with encouragement ...Pupils enthusiastically promote understanding of their own culture but are sometimes uninterested in the cultures of others. |

What will Ofsted and ISI inspectors evaluate?

The effectiveness and impact of the provision for pupils’ spiritual, moral, social and cultural development...

Moral - right/wrong, legal boundaries, English law, consequences of behaviour, viewpoints on moral and ethical issues

Social - working and socialising with others, resolving conflict, British values: democracy, rule of law, individual liberty, mutual respect and tolerance, participate positively in life in modern Britain

Cultural – understand and appreciate range of cultures within and beyond school, and cultural influences that have shaped their own heritage and those of others

British Values

How well does your school promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs, or for those without faith?

Safeguarding

Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE).

References:

Common Inspection Framework, Ofsted, 2015

Leadership and Management, School Inspection Handbook, Ofsted, 2016

Inspection Handbook, ISI, 2017

ISI Commentary, 2017

Descriptors from the School Inspection Handbook, 2016

Keeping Children Safe in Education, Department for Education, 2016

