

Audit Tool

Supporting *Learning together to be safe: a toolkit to help schools contribute to the prevention of violent extremism*

March 2010



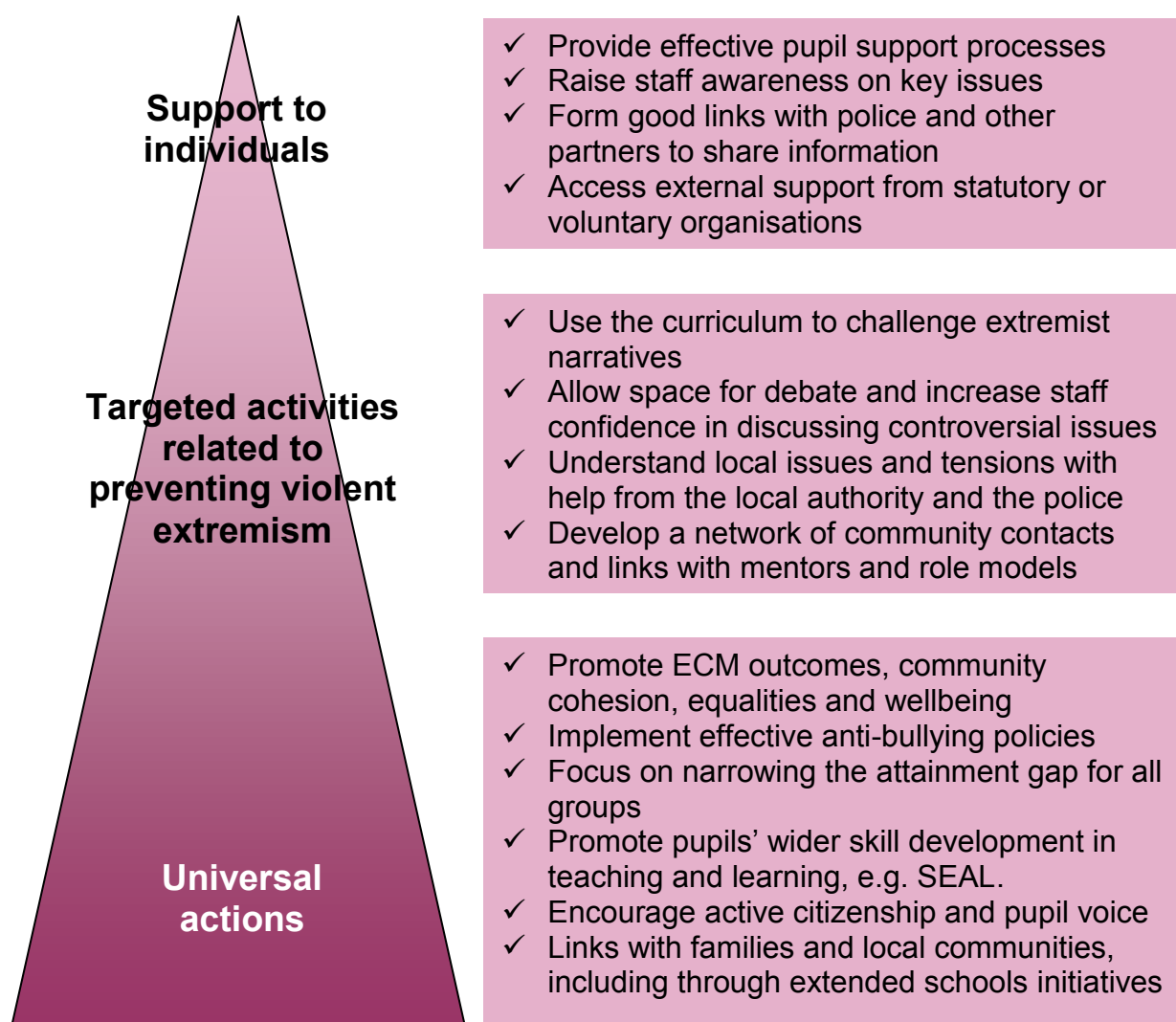
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Introduction

This Audit Tool is designed to help governors, school managers and curriculum leaders assess their school's current practice and help identify priorities for improvement when using the *Working together to be safe* Toolkit.

The audit provides you with a framework to review your school's current practice to build on the **universal**, **targeted** and **specialist** work identified in the Toolkit and develop it further, in conjunction with other activities that are taking place locally. This Audit Tool builds on the *Practical advice to schools* section of the Toolkit in the four areas of: *Leadership and Values; Teaching, Learning and the Curriculum; Pupil Support and Challenge; and, Managing Risk and Responding to Events.*

Please note that all contact details and web links included in this guide were correct at time of publication.



What is the tool for?

This tool can be used in:

- INSET and staff development – as a staff self-assessment activity or to support school-wide and curriculum team action planning
- policy review and impact assessment activities – as a source of good practice indicators to support school governors and managers when conducting policy reviews, when involved in school development planning or when monitoring progress in different areas
- committee and focus group discussions – to give groups a quick overview of key actions and a basis for identifying priorities.

How do we use it?

The *Example school actions* column provides examples of effective school practice.

Go through each *Action area* and tick either box **A**, **B** or **C** using the following key:

A = we are confident about this; work has already been done in this area and is ongoing

B = we haven't done much on this yet, but know what needs to be done and how to go about it

C = we still need to do work on this area and to identify our initial priorities.

Use the *Evidence, tasks and priorities* column to identify your examples of existing good practice (if you tick box **A**), the case for improvement (if you tick boxes **B** or **C**). Since the perception of current practice may vary from one area or person to another, make sure you identify specific evidence that supports your response.

The ultimate aim is to be able to tick the **A** box for every *Action area*, so use the *Evidence, tasks and priorities* column to identify your school's next steps towards this. Once you have identified your priorities, incorporate them into the relevant action plan. The action plan should spell out in detail the practical arrangements to achieve and evaluate the tasks, name those who will be responsible and provide a timescale for review.

What next?

Depending on your priorities, you can audit all *Action areas* or focus on those most appropriate to your school and curriculum offer.

LEADERSHIP AND VALUES (pg 21-26)

For review and action by governors, leadership team, professional development leaders

Aim

An ethos that upholds core values of shared responsibility and wellbeing for all pupils and promotes respect, equality and understanding

Action area	A	B	C	Example school actions	Evidence, tasks and priorities
Uphold a clear ethos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Evaluate the evidence that demonstrates to pupils, staff and the community the school's commitment</i>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Evidence of the school's focus on narrowing the attainment gap for all groups</i>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Evidence of implementing effective anti-bullying policies in school</i>	
Promote the core values of a democratic society and model the process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Evidence that demonstrates the school ethos to pupils, staff and the wider community and reviews of the policies and practices within the school for pupils and staff which encompass democratic values</i>	
Build staff understanding of their roles and promote confidence in their skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Professional development needs for staff to build capacity for preventing violent extremism assessed and provision of training planned</i>	

Action area	A	B	C	Example school actions	Evidence, tasks and priorities
Deepen engagement with the communities the school serves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Evaluate and develop the processes for community engagement by the school – especially with communities that may be vulnerable because of prejudice, where there are communication barriers or where those in the wider school community are not represented in the day-to-day life of the school</i>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Access information and understand local issues and tensions with help from the local authority and police</i>	
Partnership working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Evaluate and develop school links with local partners and agencies and ensure contact points for advice and support are clearly identified and known to key staff</i>	

TEACHING, LEARNING AND THE CURRICULUM (pg27-32)

For review and action by curriculum managers, staff who lead on links with external groups

Aim

A curriculum and pedagogy that promotes knowledge, skills and understanding to build the resilience of pupils and explore controversial issues

Action area	A	B	C	Example school actions	Tasks and priorities
Promote pupils' wider skill development in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Review school curriculum opportunities and the range of teaching and learning approaches, e.g. SEAL</i>	
Encourage active citizenship and pupil voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Identify skills development needs and opportunities</i>	
Use curriculum to challenge extremist narratives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Review staff confidence in the core approaches to dealing with controversial issues, define professional development needs and plan for them</i>	
Using external programmes and groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Local groups and individuals engaged in the delivery of learning programmes that provide positive role models to pupils and represent the diversity of the communities the school serves</i>	
Using external teaching and learning resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Prevent resources identified, reviewed and planned into schemes of work/learning opportunities</i>	
Allow space for debate and increase staff confidence in discussing controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Review professional development needs for staff to build capacity for preventing violent extremism</i>	

PUPIL SUPPORT PROCESSES (pg33-36)

For review and action by pupil support staff managers and staff who lead on family and community engagement

Aim

Staff confident to take preventative and responsive steps, working with partner professionals, families and communities

Action area	A	B	C	Example school actions	Tasks and priorities
Understanding what is happening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Raise staff awareness on key issues: <i>review professional development needs for staff to build capacity for preventing violent extremism</i>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Links with families and local communities: <i>evaluate and develop processes for community engagement - especially with communities that may be vulnerable because of prejudice, where there are communications barriers or where those in the wider school community are not represented in the day-to-day life of the school</i>	
(1) Challenge and support processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop network of community contacts and links with mentors and role models: <i>use customised local information and advice from other schools, the local authority and other agencies to identify local groups to engage with the school</i>	

Action area	A	B	C	Example school actions	Tasks and priorities
(2) Challenge and support processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Access external support from statutory or voluntary organisations: <i>evaluate school links with local partners, agencies and the police to ensure contact points for advice and support are clearly identified including the opportunity for local interventions, e.g. mentoring, diversionary activities etc</i>	
Problem solving and repairing harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Review problem solving and personal support available for pupils, staff and parents</i>	
Form good links with police and other partners to share information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Agree information sharing, support and challenge strategies locally with the multi-agency team</i>	

MANAGING RISKS AND RESPONDING TO EVENTS (pg 37-40)

For review and action by leadership team, ICT and site managers

Aim

School that monitors risks and is ready to deal appropriately with issues that arise

Action area	A	B	C	Example school actions	Tasks and priorities
Harmful influences on pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Review relevant school personnel policies and processes</i>	
Accessing inappropriate content through the use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>Review of school ICT policy and practice to:</i></p> <ul style="list-style-type: none"> - <i>ensure that hardware and software systems used in the school are accredited through an accreditation scheme (www.nextgenerationlearning.org.uk/safeguarding)</i> - <i>review the Acceptable Use Policy of the school for pupils and staff to ensure that use of materials related to violent extremism is prohibited; and ensure pupils, staff and governors are clear on the policy, monitoring practices and sanctions</i> - <i>ensure that staff, pupils and parents are aware of the issues regarding risk and responsible use of on-line information and are discerning and discriminating consumers</i> 	
External groups using school premises or facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Review school and local authority lettings policy and ensure that staff managing school lettings know where to seek advice</i>	
Events in the local, national or international news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Review the school emergency plan including post-event actions to ensure appropriate processes are incorporated for supporting pupils and staff</i>	

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About this resource

This Audit Tool is one of a series of resources developed by Faith Associates with schools and local authorities in the South East Region during 2009 and 2010. These resources support school and curriculum leaders in taking forward the *Learning together to be safe: a toolkit to help schools contribute to the prevention of violent extremism* and are:

- Audit Tool
- Resources Guide
- Curriculum Initiatives Guide.

Electronic versions of the resources are downloadable from the Faith Associates web site:

www.faithassociates.co.uk

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