



London South East Academies Trust

Preventing Radicalisation and Extremism Policy

Responsible post holder	Executive Headteacher
Approved by / on	9 TH March 2016
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Introduction

London South East Academies Trust (LSEAT) is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults who work for LSEAT 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 the Trust's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004¹. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall Trust's arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties.

Our Trust's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, September 2020"; 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.

¹ 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.

Trust Ethos and Practice

When operating this policy LSEAT uses the following accepted KCSIE 2020 definitions of extremism, radicalisation and terrorism which are:

'Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of our armed forces.'

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

'Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.'

There is no place for extremist views of any kind in our Trust, whether from internal sources – pupils, staff or governors, or external sources - local community, external agencies or individuals. Our pupils see our Trust as a safe organisation where they can explore issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens.

As a Trust 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 our Trust will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils 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 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 our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the Teaching Regulation Agency (TRA) for their consideration as to whether to a Prohibition Order is warranted.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the Trust, 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 schools, 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, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

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

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 Trust this will be achieved by good teaching, primarily via SMSC/ 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 promote teaching strategies and approaches that help our pupils build resilience to extremism and

give pupils a positive sense of identity through the development of critical thinking skills. We will provide training and guidance for all of our staff so they 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, 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 as set out in the table within Appendix A, 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] design and a pupil centered 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 Trust 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 Trust approach to the Spiritual, Moral, Social and Cultural development of pupils as defined in Ofsted's Schools 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 as developed through Spiritual, Moral, Social and Cultural Education (SMSC) and PSHE
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our Trust 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 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 the pupil is offered mentoring. Additionally in such instances our Trust will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

LSEAT 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 pupils 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 pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

London South East Educational Trust will 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 complete opposition to, the Trust'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 Trust curriculum so we need to ensure that this work is of benefit to pupils.

Our Trust 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 Trust 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 our Trust to ensure that they are effective

We recognise, however, that the ethos of our Trust 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, augmented by the use of external sources where appropriate, 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.

Whistle Blowing

Where there are concerns of extremism or radicalisation, Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow (raise concerns) or highlight any issue in confidence.

London South East Educational Trust pupils are encouraged to speak directly to the Executive Headteacher, Head of Schools or any other member of the Senior Leadership Team.

Child Protection

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

LSEAT 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 for London South East Educational Trust (including visiting staff, supply staff, volunteers 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 or Executive Headteacher.

Our Trust's Child Protection reporting arrangements are set out fully in our Safeguarding Policy.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Leads work in line with the responsibilities as set out in Annex B of the DfE

Guidance 'Keeping Children Safe in Education' September 2020.

The Designated Safeguarding Officers are the focus person and local 'expert' for Trust staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.

The role of the Designated Safeguarding Leads for London South East Educational Trust will be extended to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Annex C of this policy is a Risk Assessment document, demonstrating Trust awareness regarding Extremism and Radicalisation and how the Trust will deal with different issues concerning this area.

Training

Whole Trust in-service training on Safeguarding and Child Protection will be organised for staff and Trustees every year and will comply with the prevailing arrangements agreed by the Local Authority Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Leads will attend Bromley training courses as necessary and the appropriate inter-agency training organised by the Local Authority Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

All staff will also carry out a specific CPD session in regard to PREVENT to ensure they are up to date with key issues and legislation.

Recruitment

The arrangements for recruiting all staff, permanent, supply and volunteers, to our Trust will follow DfE's guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always 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 apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our Trust so as to unduly influence our Trust 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 adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our Trust and staff team, we will minimise the opportunities for extremist views to prevail.

Role of the Trust Board

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

The Trust Board will support the ethos and values of our Trust and will support the Trust in tackling

extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2020' the Trust Board will challenge the different academies senior management teams on the delivery of this policy and monitor its effectiveness.

Trustees will review this policy regularly 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.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Trust Board in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' September 2020.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the Academy websites.

Appendix A:

'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

PUSH FACTORS – factors that push an individual/ make an individual vulnerable to extremist messages

Lack of excitement; frustration

Lack of *sense* of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.

Lack of an outlet for views.

Gaps in knowledge or understanding of Islam – both young people and their parents

Sense of injustice

Actual or perceived humiliating experiences. (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)

Exclusion – lack of belonging to peer or community networks, associations etc.

Below the line: factors that are out of scope of this study

Disruptive home life.



Disaffection with wider societal issues

KEY INGREDIENTS

Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training

Teacher attitudes and behaviours

- Willingness to admit you don't know
- Acknowledging controversial issues exist
- Awareness that I have a role to play
- Willingness to turn to others for help when you don't know about something

Specific knowledge:

- Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')
- Knowledge of an alternative values framework

Teaching practice/pedagogy:

- Boosting critical thinking (seeing through propaganda, singular messages etc)
- Helping to see multiple perspectives
- Using multiple resources/methods
- Embedding or sustaining dialogue following specialist interventions
- Enabling students to tackle difficult issues.
- Linking school work to the wider community
- Drawing evidence from across the curriculum
- Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity

Other factors

Support from senior leaders

Pupil support processes

Annex B – Role of Designated Safeguarding Officer

Annex B: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure records of concerns and referrals;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangement to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in

person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix C – Example of Risk Assessment Regarding Prevention of Extremism and Radicalisation

Trust: London South East Educational Trust		Safeguarding Lead: Marcia White		Date of Assessment: September 2018		Date for review: September 2020		
Risk Area	Hazard	Severity (A) 1 - 5	Likelihood (B) 1 - 5	Risk Rating A x B	Existing Measures	Proposed Actions	Risk Owner	Planned Completion Date
Welfare and Safeguarding	Staff or contracted providers are not aware of the Trust safeguarding procedure as it relates to extremism and radicalisation and/or do not feel comfortable sharing issues internally	1	1	1	All staff have received appropriate training as per Safeguarding Training and are familiar with the Trust Safeguarding Policy	To review the training on an annual basis and update all staff if required	Safeguard Lead	On going
	Students are at risk of being radicalised by factors internal or external to the Trust	3 - external	3 - external	9	All learners have received training in keeping themselves safe and regarding extremism	Students to receive updates within assemblies and collapsed days to support them in keeping safe	Safeguard Lead and PSHE teachers	On going
	The Trust is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally	1	1	1	The Trust is a member of its local community safety partnership and communicates regularly with statutory partners regarding all key concerns	Trust has a good working relationship with all statutory partners and liaises/ takes advice regarding all key concerns	Safeguard Lead	

Curriculum and learning	Learners are exposed by Trust staff or contracted providers to messaging supportive of terrorism or which contradicts 'British Values'	1	1	1	Appropriate whistleblowing and safeguarding policies for assessing concerns raised by staff or learners Opportunities to promote British values are clearly identified within all curriculum areas	All staff are expected to follow Teacher Standards and in particular part 2, demonstrating both appropriate personal and professional conduct at all times	Headteacher	
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	1	2	2	The Trust works extremely hard to ensure all there is good behaviour in lessons through effective teaching and behaviour systems	All negative behaviours are challenged by all staff to ensure all students feel safe in lessons	Head of Trust	
Organisational culture	Staff or contracted providers are not aware of /do not subscribe to the values of the Trust	1	1	1	Recruitment and induction programmes and on-going staff development	Any issues where staff are considered to not be subscribing to Trust values will be dealt with accordingly	Headteacher	
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing mechanism	1	1	1	Appropriate whistleblowing policy and awareness raising training provided to all staff	Staff reminded in safeguard training regarding the ability to whistle blow and policy readily available for all staff on demand	Headteacher and HR	

Management of space	Learners/ staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of different faiths and beliefs	1	1	1	Speakers are signed in and collected by a member of staff and are not left alone with learners	Outside speakers are vetted in terms of organisations they come from and all would support British Values as part of the SMSC programme	Headteacher Teachers of SMSC/ PSHE	
	Extremist or terrorist related material is displayed within Trust premises	1	1	1	All materials displayed are checked on daily basis within Trust premises	Any extremist displays would be removed immediately and thorough investigation would take place regarding who placed within the Trust premises	Headteacher	
	Prayer and contemplation space is not equally accessible for all learners and/or	1	1	1	Trust does not have a prayer room at this time but would make a space accessible to individual learners if and when required.	If requirement became necessary, we would monitor usage of venue and accessibility for all users	SLT	
	Trust premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics	1	1	1	At this time, Trust does not rent out it's premises to any external provider	All potential organisations who book events would be scrutinised by Headteacher	Headteacher	

ICT and online study	Learners access extremist or terrorist material whilst using Trust networks	1	1	1	Trust filtering policies and IT users agreement in place	IT Technician, along with all staff, would check user area if any suspicion of inappropriate access by individual or group of student	Headteacher	
	Online/social media communications relating to extremist or terrorist material feature the Trust's branding	1	1	1	The Trust would have complete oversight of social media accounts set up by official learner groups or societies however at this time, none in place	Trust is aware of local social media groups within the local community and key staff monitor these	Headteacher	