

## Safeguarding Multi Agency Approach Reduces Terrorism





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This “Prevent” Counter Terrorism package is focused for students at a secondary school age. The development and design of this product by partnerships within the community discusses the issues and the importance of safeguarding vulnerable individuals away from the risks of radicalisation.

## *The SMART Film*



The SMART film has been designed by the Prevent Team in partnership with community groups.

The video and lesson plan will enable teachers to successfully deliver safeguarding topics, enabling conversation and opening channels of communication.



## LESSON PLAN- Safeguarding Multi Agency Approach Reduces Terrorism

<b>Teacher:</b>	<b>Date:</b>	<b>Period:</b>	<b>Class:</b>	<b>SoW:</b> The statutory guidance for Key stage 3 citizenship programme. (Sept 2013) Gov.uk
<b>Context/Link to prior and future learning:</b>				
Students Yr. 7-9 who have previously studied relationships/bullying. This lesson develops these topics to allow for discussions on <i>vulnerability, hate, safeguarding and radicalisation</i> .				
<b>Assessment objectives/foci</b> ( <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4#key-stage-3">https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4#key-stage-3</a> ):				
<ul style="list-style-type: none"> <li>• the precious liberties enjoyed by the citizens of the United Kingdom</li> <li>• the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</li> <li>• the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</li> </ul>				
<b>SEN/EAL:</b> Students identified as having special educational needs/English as an additional language should be provided with support as identified by their Individualised education programme.				
<b>A + T:</b> Students identified as Gifted and Talented should be asked to develop their discussion further by identifying the <i>stereotypes</i> they would associate with the words <i>radicalisation</i> and <i>hate</i> .				
<b>Learning aims (including cognitive processes):</b>			<b>PLTS (identify sub strands):</b>	
<ul style="list-style-type: none"> <li>• To identify the definitions of <i>vulnerability</i> and <i>hate</i>.</li> <li>• To analyse the importance of communication to ensure <i>safeguarding</i> can occur.</li> <li>• To evaluate actions and consequences.</li> </ul>			<ul style="list-style-type: none"> <li>• To work collaboratively to achieve common goals. (TW1)</li> <li>• To assess yourself and others, identifying opportunities and achievements. (RL1)</li> </ul>	
<b>Learning outcomes:</b> Students will be able to describe the actions of Alice and explain her feelings. Most students will be able to identify where <i>safeguarding</i> opportunities occur. The most able will support their explanation with evidence of <i>grooming/radicalisation</i> .				

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<p><b>Starter. 5mins:</b></p> <p>Discuss learning objectives.</p> <p>Watch “Be Smart” 0-2m20s. Whilst watching the video students should make a list of the relationships they see on screen.</p> <p>Whole class discussion to draw out the issues with relationships Alice is currently having.</p>	<p><b>Differentiation</b></p> <p>Teacher questioning.</p>
<p><b>Introduction 5mins:</b></p> <p>Students to identify definitions for <i>vulnerability</i> and <i>hate</i>.</p> <p>Teachers to agree on definition with the class.</p>	<p><b>Differentiation</b></p> <p>Students could extend the definitions to identify <i>safeguarding, radicalisation and grooming</i>.</p>
<p><b>Development. 33mins:</b></p> <p>Watch “Be Smart” 2m20s-15m32s.</p> <p>In pairs students allocated a word and should brainstorm where this occurred in the story.</p> <p><i>Vulnerability</i></p> <p><i>Hate</i></p> <p><i>Radicalisation</i></p> <p><i>Isolation</i></p> <p><i>Bullying</i></p> <p><i>Dehumanisation</i></p> <p><i>Safeguarding</i> (where could this have happened?)</p> <p>Feedback to class.</p> <p>Watch “Bad ending”. Ask for views and feelings about why Alice took this course of action.</p> <p>What role did the internet and social media have in what happened to Alice?</p> <p>Who could have helped Alice to deal with the situation?</p>	<p><b>Differentiation</b></p> <p>Assessment for learning activity. Group’s feedback on the issues identified from the video.</p>

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<p><b>Plenary 15mins:</b></p> <p>Watch “Good ending.”</p> <p>Students consider which groups were involved in <i>safeguarding</i> Alice. Students write on a post-it note and make a collage of people they trust.</p> <p>Review objectives.</p>	<p><b>Differentiation</b></p> <p>Assessment for learning activity.</p>
<p><b>Homework:</b></p> <p>Students should investigate the safeguarding groups available to them in their school and local area.</p>	<p><b>Differentiation</b></p> <p>Students respond to this section using personal targets and appropriate assessment criteria.</p>