



**Shaw
Education
Trust**



Prevent Policy

Preventing the radicalisation of young people

| | |
|-----------------|---------------------------|
| Document Owner: | Brian Duffy |
| Approved By: | C-Suite |
| Queries to: | B. Duffy |
| Review Period: | 3 years or as appropriate |

Contents

- 1 Introduction
- 2 Definitions
- 3 Legislation and Guidance
- 4 Channel
- 5 Prevent Duty for Schools
 - Risk Assessment
 - Working in Partnership
 - Staff Training
 - IT Policies
 - Reducing Permissive Environments
- 6 Identifying young people who may be at risk of radicalisation
- 7 Building resilience against possible radicalisation
- 8 Reporting concerns
- 9 Self-Assessment Tool

Annex A: Risk Assessment template

Annex B: Parent Information Flyer

Annex C: DfE Self-Assessment Tool



1 Introduction

This policy is written in line with updated HM Government Prevent Duty Guidance December 2023 and expectations from DfE and Ofsted. Specified authorities are required, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism including the ideological causes of terrorism.

Schools have a large part to play in this and to ensure that all pupils are protected and prevented from being radicalised. Certain extremist groups do attempt to radicalise young people to have them hold extreme views, such as justifying political, religious, sexist or racial violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity, inclusion and equality and leaves them vulnerable to future radicalisation.

Protecting pupils from the risk of radicalisation falls within our safeguarding procedures and as such is linked with the practices from many of our policies including our Safeguarding & Child Protection Policy.

Our trust/academies have a zero tolerance for any extremist opinions and behaviours from any of our community members which in any way may discriminate against others. It is important to note that we encourage healthy debate about many issues but always through an understanding and respect for the opinion of others and as long as they do not fall within extremist views as defined in the next section of this policy.

This policy draws on the advice and guidance of a variety of sources, including; the revised Prevent Duty Guidelines (2023/4), Prevent Duty for schools, Channel Duty Guidance, Channel Vulnerability Framework, Promoting British values as part of SMSC in schools, and Pacey (Professional Association for Childcare and Early Years).

"This policy has been equality impact assessed and we believe in line with the Equality Act 2010. It does not have an adverse effect on race, gender or disability equality."

2 Definitions

Extremism – (in this context) either 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. Also included is the call for deaths of armed forces, whether in this country or overseas.

Radicalisation – the process of causing someone to become a supporter of terrorism or forms of extremism that leads to terrorism.

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

3 Legislation and Guidance

The Prevent Duty guidance, revised by the Government and effective from January 2024, is part of the Government’s overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism, simply expressed as the need to “prevent people from being drawn into terrorism”. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

The Prevent strategy has three specific strategic objectives:

- tackle the ideological causes of terrorism.
- intervene early to support people susceptible to radicalisation.
- enable people who have already engaged in terrorism to disengage and rehabilitate.

The Counter Terrorism and Security Act of 2015 placed ‘Prevent’ on a statutory footing and schools and colleges have been given guidelines on implementing the Prevent Duty for Schools. In addition, responsibility was placed on Local Authorities to carry out the following, which is a key component of the work of Channel (see Reporting Concerns section of this document):

- Work in partnership with other agencies, including schools, to assess the risk of individuals being drawn into terrorism
- Ensure from this risk assessment, an action plan is produced
- Train staff appropriately to deal with these matters

4 Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into

terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Each local authority is responsible for having Channel as one of their services to which anyone can make a referral including family members, and a wide range of services. Each referral is screened for suitability undertaken by the local authority and if deemed appropriate, further action will occur including communication and consent with the individual to initiate a Panel. The Panel will then decide what, if any, support is needed to protect the individual. Each LA will have their own systems and forms for referrals.

5 Prevent Duty for Schools

The statutory guidance on the Prevent duty summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Risk Assessment

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the locality and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. When a member of staff has concerns about a pupil who may be at risk of radicalisation, (details in section entitled, 'Identifying young people who may be at risk of radicalisation') the normal safeguarding procedures of reporting are implemented, and a risk assessment is conducted to determine the level of risk a pupil may be at and subsequent actions to be taken.

These actions may be anything from monitoring the pupil further, to a referral to Channel due to serious concerns about radicalisation. A risk assessment is at the end of this document in Annex A.

Working in Partnership

The Prevent duty builds on existing local partnership arrangements. Multi-agency Safeguarding Partnerships are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. As such we, as an academy, ensure our lines of communication with the LA are effective. Other partners, in particular the police and also civil society organisations, are also able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff Training

All staff within our academies receive regular safeguarding training including at induction. This includes information and guidance about our role in protecting our pupils from the risk of radicalisation. Our Designated Safeguarding Leads receive further training as deemed necessary, to ensure that we have staff who can advise and support colleagues within the school as well as parents/carers.

Quality online training is available [Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training \(support-people-vulnerable-to-radicalisation.service.gov.uk\)](https://www.prevent.gov.uk/support-people-vulnerable-to-radicalisation) This contains 3 separate modules suitable for various staff as suggested below:

Course 1 - Awareness course (**All staff**)

Course 2 - Referrals course (**DSL and any staff who may make a referral**)

Course 3 - Channel or Prevent Multi-Agency Panel (PMAP) course (**multi-agency adults but may be of interest to DSLs**)

In addition, SET staff are able to access 'Flick Learning', which also contains an online module entitled 'Prevention of Radicalisation'. SET Academies determine who the appropriate members of staff are and how frequently training should occur, being proportionate to the risk of terrorism and extremism in their local area.

IT Policies

Our trust and academies ensure that suitable monitoring and filtering procedures of our network and IT systems are in place to stop our pupils accessing and are kept safe from terrorist and extremist material when accessing the internet in schools.

We have a comprehensive Online Safety Policy (E-Safety) which outlines the measures we take to educate and equip our pupils with the skills and knowledge of keeping safe online. In addition, our curriculum includes taught aspects in a variety of subjects and methods, on how to be safe and build resilience against any vulnerabilities towards possible radicalisation. General advice is taken from a range of sources including Safer Internet use.

Reducing Permissive Environments

One way that Prevent seeks to tackle the ideological causes of terrorism is by limiting exposure to radicalising narratives, both online and offline, and to create an environment where radicalising ideologies are challenged and are not permitted to flourish. Our trust/academies understand that radicalisers create and take advantage of permissive environments to promote or condone violence and to spread poisonous ideologies that undermine our values and society. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, anti-establishment, anti-LGBT grievances and religious or ethnic superiority. To this end leaders are vigilant when deciding on what information comes in to school, either online or via guest speakers etc., whilst at all times understanding that healthy debate and understanding wider views is part of educating children about the world.

6 Identifying pupils who may be at risk of radicalisation

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in a pupil's behaviour which could indicate that they may be in need of help or protection. Pupils at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately.

Even very young pupils may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out

unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The Channel Vulnerability Assessment Framework indicates some possible signs but emphasises that it should not be assumed that the characteristics necessarily indicate that a person is either committed to terrorism or may become a terrorist. It highlights three 'dimensions': engagement, intent and capability, which are considered separately. However, it must be noted that a pupil could be engaged with an extremist group but have neither the intent of capability to act. Likewise, a pupil may have the engagement with a group, an intent but possibly not have the capability to act.

Staff are always vigilant to any sign that may concern them about a child. Possible signs of radicalisation are below but not exclusive only to this:

Pupils exhibiting behaviour display:

- Being secretive about online behaviour.
- A change of appearance and/or abnormal routines.
- Feelings of grievance and injustice of feeling under threat.
- A need for identity, meaning and belonging.
- A desire for status, excitement and adventure.
- A need to dominate and control others.
- A relevant mental health issue.
- Over-identification with a group or ideology.
- 'Them and Us' thinking.
- Questioning faith or identity.
- Losing interest in things they used to enjoy.
- Disclosures of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.

In addition, staff may notice or be aware of:

- Family or friends of the pupil being involved in extremism.
- Graffiti symbols, writing or artwork 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.

- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings.

7 Building Resilience against possible radicalisation

We can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We already promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Promoting British values as part of SMSC in schools.

Personal, Social and Health Education (PSHE) is used to provide pupils with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. The subject is used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

For early years, the statutory framework for the Early Years Foundation Stage Framework sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world. In addition, various guidelines/resources are available for the promotion of British values in early years: Action for Children, Pacey (Professional Association for Childcare and Early years),

8 Reporting concerns

If a member of staff has a concern about a pupil, they will follow our normal safeguarding procedures, which initially is communication with our Designated Safeguarding Lead (DSL). Individual staff can, if appropriate, go directly to social services and the police (dial 101 non-emergency number), but the likely action would be that the DSL would assess the information and risk and, if deemed appropriate, take appropriate action. Action may range from continued monitoring, communicating with relevant staff, family and even the pupil, and/or communicating with the police and instigating a referral to Channel. The assessment of the risk will to an extent dictate the actions and consultation between senior staff and DSL will occur.

If a referral is made to the police, the appropriate local procedure will be followed in terms of referral forms and subsequent communications which will then go forward to the Channel Panel.

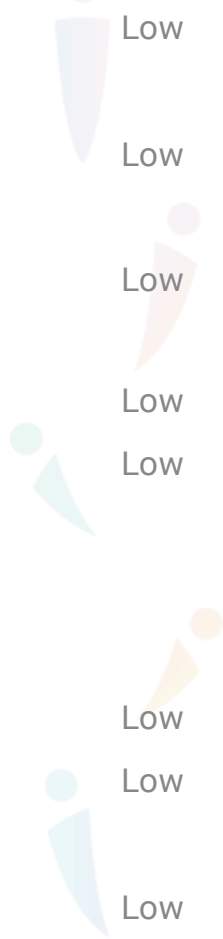
All of this information will be recorded on the academy's safeguarding recording system, e.g. My Concern/CPOMS.

In addition, the Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

9 Self-Assessment Tool

The link below takes the reader to a self-assessment tool which has been designed by DfE (Oct 2022) to assist schools in England to review their Prevent related responsibilities if they wish to use it. Tool is also included in Annex C.

[Prevent duty: risk assessment templates - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-risk-assessment-templates)

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • May be vulnerable due to family circumstances | <ul style="list-style-type: none"> • Suitable curriculum opportunity to educate all pupils of the risk and dangers of radicalisation • Suitable curriculum in place to promote British values and the importance of respect, acceptance and understanding diversity • Suitable curriculum to teach pupils about diversity and other religions as well as challenging prejudices • Academy's Internet is filtered so as to ensure pupils are not exposed to inappropriate materials • Visitors to school to be members or recognised organisations and content from any guest speakers deemed suitable. Any concerns around visitors are reported to senior member of staff. • Ensure that within context of school equalities objectives there is support for anyone who might be identified by Prevent (ie: pro-active approach to avoiding stigma) • Clear safeguarding processes for reporting concerns and onward referral • As appropriate, make use of local intelligence information to identify and manage any possible risks, if relevant |  |
|--|---|--|--|

Where to go for more information

Contact the school

If you have any questions or concerns about the Prevent strategy and what it means for your child, please do not hesitate to contact the school.

See our policies

You will find more details about how we safeguard our children on our website including our Safeguarding and Child Protection Policy and our Prevent Policy.

External Sources

The following sources may also be useful for further information:

Prevent duty guidance: for England and Wales, HM Government:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Frequently asked questions, Prevent For Schools

http://www.preventforschools.org/?category_id=38

What is Prevent? Let's Talk About It
<http://www.ltai.info/what-is-prevent/>

Annex B: Parent Information Flyer

The Prevent Strategy

What is the Prevent strategy?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes.

The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, religious extremists and other causes.

How does the Prevent strategy apply to schools?

All schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views in the same way we protect them from drugs or gang violence.

Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Key terms

Extremism – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs

Ideology – a set of beliefs

Terrorism – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

Radicalisation – the process by which a person comes to support extremism and terrorism

What does this mean in practice?

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Different schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community.

Frequently Questions Asked

How does Prevent relate to British values?

Schools have been required to promote British values since 2014, and this will continue to be part of our response to the Prevent strategy.

British values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

Is my child too young to learn about extremism?

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect.

The school will make sure any discussions are suitable for the age and maturity of the children involved.

Is extremism really a risk in our area?

Extremism can take many forms, including political, religious and misogynistic extremism. Some of these may be a bigger threat in our area than others.

We will give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

Annex C: Self-Assessment Tool

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks.

The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

Each academy is advised to complete the document below for their records. The level of threat of radicalisation will be different across our academies and leaders should decide to what depth this document is completed dependent on their local context, but it is thought some level of completion would be suitable for all academies.

Self-Assessment RA Tool (part 1)

| | | | |
|---|--|-----------------------------------|------------------------------------|
| Academy name: | | | |
| Person Completing: | | | |
| Role: | | | |
| Date Completed: | | | |
| Date for Review: | | | |
| National Risks – risk of radicalisation generally | | | |
| Risk 1 | Risk 2 | Risk 3 | Risk 4 |
| Islamist Terrorism | Extreme Right-Wing Terrorism (ERWT) | Left-wing anarchist and single | Self-Initiated Terrorism (S-IT) |
| Local Risks – risk of radicalisation in your area and/or institution | | | |
| Risk 1 | Risk 2 | Risk 3 | Risk 4 |
| | | | |

Self-Assessment RA Tool (part 2)



| Category | Risk | Hazard | Risk management | RAG | Further Action Needed | Lead | Date |
|-----------------------------------|--|--|--|-----|--|------|------|
| | What is the risk here? | What are the hazards? | What has your institution put in place to ensure sufficient understanding and buy-in from Leadership? | | What does your institution need to further action to address the identified risk(s)? | | |
| Leadership and Partnership | | | | | | | |
| Leadership | The setting does not place sufficient priority to Prevent and risk assessment / action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective. | Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level. | <i>Example - Prevent training completed by all staff and Governors using Home Office Prevent Training materials.</i> | | | | |
| | | Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively. | | | | | |
| | | Leaders do not communicate and promote the importance of the duty. | | | | | |
| | | Leaders do not drive an effective safeguarding culture across the institution. | | | | | |

| | | | | | | | |
|-------------------------------|---|--|---|--|--|--|--|
| | | Leaders do not provide a safe environment in which children can learn. | | | | | |
| Working in Partnership | The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks. | The school does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team. | <i>Example: The providers has strong partnerships / understand how to liaise with:</i> <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership / • DSL / headteacher forums / LADO / Police Prevent Team / Channel panel / Child and family | | | | |
| | | Leaders do not engage proactively with appropriate organisations / processes to maintain current knowledge and understanding. | <i>Example: Effective partnerships include:</i> <ul style="list-style-type: none"> • Regular attendance at meetings, boards or forums / In receipt of newsletters e.g. Educate Against Hate | | | | |
| Capabilities | | | | | | | |
| Staff Training | Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff. | Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism. | <i>[Example] Training is broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails.</i> | | | | |
| | | Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain | <i>[Example] Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies</i> | | | | |

| | | | | | | | |
|---|--|--|---|--|--|--|--|
| | | support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training. | | | | | |
| | | Staff do not access Prevent training or refresher training. | <i>[Example] Ensure all staff attend Prevent training with a focus on Notice, Check, Share</i> | | | | |
| Information Sharing | Staff do not share information with relevant partners in a timely manner. | Staff do not feel confident sharing information with partners regarding radicalisation concerns. | <p><i>[Example] The provider has a culture of safeguarding that supports effective arrangements to:</i></p> <ul style="list-style-type: none"> <i>• identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</i> <i>• help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help</i> | | | | |
| | | Staff are not aware of the Prevent referral process. | <i>[Example] The provider has clear processes for raising radicalisation concerns and making a Prevent referral.</i> | | | | |
| Reducing Permissive Environments | | | | | | | |
| Building Resilience | Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist | The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, | <i>[Example] The institution has codes of conduct for all staff (teaching and non-teaching staff)</i> | | | | |

| | | | | | | | |
|--------------------|--|---|---|--|--|--|--|
| | ideologies that underpin them. | and learn how to challenge these ideas. | | | | | |
| | | The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion. | <i>[Example] The institution carries out safer recruitment checks on all staff</i> | | | | |
| IT Policies | Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up. | Students can access terrorist and extremist material when accessing the internet at the institution. | <i>[Example] Settings should ensure appropriate internet filtering is in place.</i> | | | | |
| | | Students may distribute extremist material using the institution IT system. | <i>[Example] Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.</i> | | | | |
| | | Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content. | <i>[Example] The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).</i> | | | | |
| | External speakers or visitors being given a platform to radicalise children and young people or spread | Leaders do not provide a safe space for children to learn. | <i>[Example] A process is in place to manage site visitors, including sub-contractors.</i> | | | | |

| | | | | | | | |
|-----------------|---------------------------------|---|---|--|--|--|--|
| Visitors | hateful or divisive narratives. | | | | | | |
| | | Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. | <i>[Example] The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.</i> | | | | |
| | | The setting does not conduct any due diligence checks on visitors or the materials they may use. | <i>[Example] The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.</i> | | | | |



Shaw Education Trust

Shaw Education Trust Head Office,
Kidsgrove Secondary School,
Gloucester Road,
Kidsgrove,
ST7 4DL

| | |
|----------|----------------------------|
| Twitter | @ShawEduTrust |
| LinkedIn | @ShawEducationTrust |
| Call | 01782 948259 |
| Email | info@shaw-education.org.uk |
| Visit | shaw-education.org.uk |

**Pupil &
people
centred**

**Act with
integrity**

**Be
innovative**

**Be best
in class**

**Be
accountable**