



SUPPORTING YOUR SCHOOL COMMUNITY AFTER THE RIOTS.

The riots and civil unrest that followed the tragic events in Southport over the summer, will undoubtedly have led to schools, settings and trusts reviewing key plans and policies and considering how they might further address issues of division and disharmony.

Sir (Mufti) Hamid Patel, Chair of CST and Chief Executive of Star Academies, writing about the events for Schools Week [After the riots: Our role is to heal our communities](#) reminded us all: *'We have long known that our schools are microcosms of wider society, reflecting the ills and challenges of the communities we serve at any given time...All of this happened when [pupils] were away from school and distant from the pastoral support that we offer.'*

At HFL, we know leaders will do all they can to ensure their schools are a 'safe space' so children feel confident to talk about how the events may have affected them and implications for the future.

To this end, on the following page, we have collated an initial list of useful sources of information and guidance. The HFL Wellbeing Team can provide additional support and training for all aspects of this work. Contact us at: wellbeing@HFLeducation.org

Please do get in touch if you would like further advice or support.

Best wishes

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Guidance / Actions for consideration

1. COMMUNICATION:

The BAMEed Network has curated resources and support for schools in response to this summer's events, including a template letter for communication with pupils, families, and staff. [Racism in society – Resources for schools – BAMEed Network](#)

Community Cohesion and British Values:

Communicate with families about recent events, reinforce school values, and provide support resources. Silence can create feelings of vulnerability in communities. Engage with local faith groups and encourage interfaith networks, emphasising the alignment of British and Islamic values such as democracy, the rule of law, and mutual respect.

[Let's not shy away from addressing controversial issues in the classroom - RE Who can speak? Personal knowledge, Worldviews and Education – Reforming RE](#)

2. STAFF BRIEFINGS AND SIGNPOSTING AND WELLBEING SUPPORT:

Staff are likely to be looking to leaders to acknowledge what's happened at an individual level and a community level.

Address staff concerns and provide signposting to support. Re-establish unity among staff and focus on educating them to address racism and religious intolerance.

[Understanding and Countering Antisemitism and Islamophobia in Schools | Learning for Justice](#)

3. PSHE/RSHE CURRICULUM:

Review and adjust your curriculum to support pupils in discussing difficult topics, focusing on online safety, critical thinking, tolerance, and managing anxiety.

Teachers may well need additional training on helping children to disagree agreeably.

[Support for parents and carers to keep children safe online - GOV.UK](#)

[Keeping children safe online: tackling misinformation and violent content - Children's Commissioner <https://www.educateagainsthate.com/>](#)

[Classroom resources Archives - Educate Against Hate](#)

[ACT for Education | ProtectUK](#)

[Going Too Far? - Educate Against Hate](#)

4. RELIGIOUS EDUCATION:

Implement a strong Religious Education curriculum to combat intolerance and improve religious literacy.

This is crucial for addressing misinformation, particularly related to Islamophobia and antisemitism. In Hertfordshire, only 31.6% of students take GCSE RE, despite 57.4% identifying with a religion in the 2021 census. [Inspired by...Powerful RE - RE:ONLINE \(\[reonline.org.uk\]\(http://reonline.org.uk\)\)](#)

5. CULTURE AND ETHOS:

Reaffirm your school's core values and regularly revisit them in assemblies, form time, and lessons, especially in light of recent events.

