

Hazel Slade Primary Academy



Prevent Policy
2021/2022

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Introduction

Hazel Slade Primary Academy is fully aware of its responsibility under the Prevent Duty 2015 and recognises that its responsibilities to prevent and protect children from extremism, fits within its duty of child protection and safeguarding.

Prevent is part of the government's counter terrorism strategy to stop people becoming terrorists or supporting terrorism. The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, religious extremists and other causes.

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

Aims:

At Hazel Slade Primary Academy we implement the following principles:

- Raise awareness within school of the threat from violent extremist groups and the risks for young people.
- Provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.
- Help schools understand the positive contribution they can make to empower young people to create communities that are more resilient to extremism and protecting the wellbeing of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity.
- Provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on the school community.
- Hazel Slade Primary Academy will use these principles to guide our work in all areas including building on our work in:
- Promoting good outcomes for all pupils including their spiritual, moral, social and cultural development
- Promoting pupil happiness, wellbeing, sense of security, equalities and community cohesion

Definition

Extremism can be defined as "holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views".

Strands of Prevent Strategy:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with all sectors and institutions where there are risks of radicalisation that we need to address
- Raise awareness with staff, pupils, parents and governors
- Provide information to staff, pupils, parents and governors
- Enable learners to make a positive contribution to society
- Safeguard young people
- Explore and promote diversity and shared values between and within communities
- Challenge Islamophobia, anti-Semitism and other prejudices
- Build ties with all local communities, seeking opportunities for linking with other schools

- Open up age appropriate safe debate with children
- Ensure freedom of expression and freedom from threat
- Promote open, respectful dialogue

Guidance and Legislation

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

- Staffordshire Safeguarding Children Board procedures
- Keeping Children Safe in Education; DfE: September 2018
- Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
- Report into Allegations Concerning Birmingham Schools Arising from Trojan Horse Letter; Peter Clarke: July 2014.
- Promoting Fundamental British Values as part of SMSC in Schools; Nov 2014
- OFSTED School Inspection Handbook
- Prevent duty guidance

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.
- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.
- Have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 of the Counter-Terrorism and Security Act 2015.

Terminology

Ideology - a set of beliefs.

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

The Prevent duty is a safeguarding responsibility

Prevent is similar in nature to the duty to protect pupils from harm caused by, for example, drugs, gangs, neglect or sexual exploitation. Prevent does not require school staff to intrude unnecessarily into pupils' family lives, but staff will take action if they have cause for concern, as with any other safeguarding risk. Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

The school is already required to teach a "broad and balanced curriculum" that promotes pupils' spiritual, moral, cultural, mental and physical development, and prepares them for life's opportunities, responsibilities and experiences; schools are also required to promote community cohesion.

Schools are expected to promote "fundamental British Values", within the wider requirement to promote pupils' spiritual, moral, social and cultural development; a focus on fundamental British Values can help schools build pupils' resilience to radicalisation.

Strategies for Preventing Extremism

Through the Hazel Slade's written and unwritten curriculum the school promotes community cohesion as well as British Values.

According to Ofsted, 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those with different faiths and beliefs.

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 school, this will be achieved by good teaching, primarily via 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 will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

We will ensure that all of our staff 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, so as to address specific issues to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue.
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school 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 schools approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School 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 programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school 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 promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect differences, especially those of different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multicultural Britain and globally.

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 that pupil is offered support through referral to Staffordshire Channel Panel – see section 13.

Use of External Agencies and Speakers

We 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 opposition to, the school'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 school curriculum so we need to ensure that this work is of benefit to pupils.

Our school 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 school 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 the school to ensure that they are effective.

We recognise, however, that the ethos of our school 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, 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 are able to discuss this with the Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to academy's Whistle Blowing Policy.

Training

The DSL is: Sarah Camacho

The Deputy DSL's are: Louise Colwell and Hannah Jukes

The role of the DSL is set out in our Safeguarding and Child Protection Policy.

The DSL is the focus person who school staff, and others, may come to if they have concerns about an individual child's safety or well-being, and they are the first point of contact for external agencies.

The DSL is also the person who leads on concerns regarding extremism or radicalisation. Where there are concerns regarding extremism and radicalisation, the DSL will liaise with Stoke-on-Trent Channel Coordinator and make referrals where appropriate – see section 13.

Whole school training on Safeguarding and Child Protection will be organised for staff and governors at least every three years. This training should be approved by the Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DSLs will attend training courses as necessary and the appropriate inter-agency training organised by the Local Safeguarding Children Board at least every two years.

All school staff will undertake Home Office approved WRAP Training (Workshop to Raise Awareness of Prevent;) also sometimes referred to as 'Prevent training.'

Whole school Prevent training (Home Office approved;) is delivered by the, Prevent Education Officer along with additional online training and 'Flick' update training supplied by the Academy Trust

For information regarding multi agency training on Challenging Extremism see SCB website -

[Home - Staffordshire Safeguarding Children Board \(staffsscbb.org.uk\)](http://staffsscbb.org.uk)

Recruitment

The arrangements for recruiting all staff, (permanent, temporary and volunteers;) to our school will follow statutory guidance in Keeping Children Safe in Education 2018.

We will apply safer recruitment best practice principles and sound employment practice in general, which include, but are not limited to, ensuring that DBS checks are 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 be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools 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 operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

The Governing Body of our academy will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our academy will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. www.gov.uk/government/publications/birmingham-schools-education-commissioners-report

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2018' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually 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.

Risk Assessing

Hazel Slade Primary Academy is committed to safeguarding, is compliant with its duties including Prevent. The academy positively promotes the well-being of all its pupils and expects all staff and volunteers to share in this commitment.

Hazel Slade Primary Academy is a happy school with an open door policy and excellent methods of communication. Academy is proud of its multilingual and multicultural school community and has good relations with parents and the community. The academy risk assesses for a number of purposes including staff recruitment and would be as vigilant as possible to any pupil at risk to grooming or extremism.

Risk of Pupils being drawn into Terrorism

Schools are expected to assess the risk of pupils being drawn into terrorism or support for extremist ideas that "are part of terrorist ideology".

This assessment is based on an understanding of local risk and is partly dependent on the school's geographical position and the age of the children.

Our safeguarding policy sets out protocols for ensuring that visiting speakers are suitable and appropriately supervised and takes into account the policies and procedures of the Staffordshire Safeguarding Children Board. [Home - Staffordshire Safeguarding Children Board \(staffsscb.org.uk\)](http://staffsscb.org.uk)

As with managing other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

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

The local authority and local police are able to provide contextual information to help our school understand the risks in our area, for instance the school is provided with Local Authority information in relation to risks associated with school trips etc.

Safeguarding Procedures

The academy has robust safeguarding policies in place to ensure that pupils at risk are identified and supported.

Where there is a concern, the school considers the level of risk and decides which agency to make a referral to.

This could include Channel*, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or children's social services.

Channel* guidance, GOV.UK – DfE <https://www.gov.uk/government/publications/channel-guidance>

Online Technology and Social Media

Hazel Slade Primary Academy is aware of the risk of use of social media for online radicalisation

Hazel Slade Primary Academy promotes a positive and protective school ethos. The Principal and Vice Principal are designated personnel for Child Protection and Safeguarding. All staff receive Child Protection training.

The school has Acceptable Use of IT Policy and during the school restricts access to external sites that may be unsafe or unsuitable. On regular occasions pupils receive an update on how to keep themselves safe online. Pupils are reminded of the importance of speaking to a trusted adult either in school or at home if they feel vulnerable or unsafe. This would include any concerns they have about images, messages or contacts online. Pupils are also taught to speak to the school's IT moderators (Mark White and Paul Clay) or to use the CEOPS button if they feel they are at risk.

Partnerships

Hazel Slade Primary Academy recognises that any attempt to counter extremism and prevent radicalisation cannot be achieved by one organization alone but relies on the sharing of information and productive partnership working. In upholding the Prevent duty the academy works with a number of partners, including

- The Police and PCSOs
- Social Care
- Community and religious leaders
- Parents and the wider community
- Other Educational Organisations

Building Resilience

“Schools 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.”

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Hazel Slade Primary Academy develops pupils’ resilience in a number of different ways across the curriculum including through the PHSE programme of study, whole School and class assemblies, educational visits, drama workshops, debating, philosophy, and citizenship activities such as school council.

Raising a Concern

If a member of the school community, a child, a member of staff or a member of the school community raises a concern that relates to the Prevent Duty e.g. a child at risk of radicalisation, or exhibiting extremist the school will take this matter seriously and will follow Child Protection procedures.

1. Speak to the Designated Personnel for Child Protection and Safeguarding
2. Take advice as to whether a Referral Form needs to be completed.
3. Send to MASH for assessment
4. Subject to MASH assessment Inter-agency procedures may follow including **Escalation to Channel**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Whilst Hazel Slade Primary Academy is fully compliant in the Prevent duty, and recognises the important role it has to play in this respect, the school will be thoughtful and proportionate in its response to ensure that no individual or group feels needlessly disenfranchised or unfairly discriminated against.

Paramount to Hazel Slade Primary Academy's vision is to promote a positive, warm, inclusive, compassionate, optimistic and harmonious school culture, where every child and adult feels safe, happy, valued as a unique and precious individual, and realises personal achievement and experiences rewarding success.

Staffordshire PREVENT Programme

The Prevent Programme is Staffordshire's response to the Government's national counter- terrorism strategy, which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are:-

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

The Government has defined Extremism in the Prevent Strategy as the "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." They also include in their definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Staffordshire's Prevent Programme is designed to:

- divert vulnerable individuals away from the radicalisation process and ensure that they are given the appropriate advice and support through local safeguarding structures
- deter extremist groups from creating disharmony, division and spreading hate
- keep the majority safe from the few who seek to harm others
- ensure that sectors and institutions develop an appropriate response to tackle extremism ensure that media and wider public recognise that the illegal or extreme actions of a few individuals from a particular background do not reflect the values and views of others with the same background, faith or belief
- ensure that the reputation of the city and its residents is maintained and enhanced.

For further information about Staffordshire Prevent Programme : [Prevent: Counter terrorism and extremism in our communities - Staffordshire County Council](#)

Channel Panel

Stoke-on-Trent has a multi-agency group – the Channel Panel, to provide support to people at risk of being radicalised, recognising that the radicalisation of vulnerable children and adults is a safeguarding issue. The Channel Panel is chaired by a senior Safeguarding Manager from Stoke-on-Trent City Council.

The objectives of the Channel Panel are to:

- identify individuals at risk of being drawn into violent extremism
- assess the nature and extent of that risk
- develop the most appropriate support for the individuals concerned.

It is important to trust your professional judgement – if you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.

The DSL will liaise with Staffordshire Police Prevent Team to discuss and make a referral if necessary. When a referral is received, the Prevent team will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and develop the most appropriate support package for the individual concerned.

Staffordshire Police Prevent Team can be contacted on:

Tel: 01785 232054 E-mail: prevent@staffordshire.pnn.police.uk

Reporting online material promoting terrorism or extremism

The internet is used by some people to promote terrorism and extremism. Hazel Slade Primary Academy is committed to ensuring that students are not be able to access extremist ideas or materials online in school. We will challenge and report any terrorist and extremist content found online, which is offensive or illegal.

As private citizens, members of staff can also report such material, anonymously if necessary, by clicking on the button below:-

Examples include material such as:

- articles, images, speeches or videos that promote terrorism or encourage violence
- content encouraging people to commit acts of terrorism
- websites made by terrorist or extremist organisations
- videos of terrorist attacks

The national Counter Terrorism Internet Referral Unit (CTIRU), which investigates the material, will try to secure the removal of the material as quickly as possible.

Department for Education – Preventing Extremism in Schools and Children’s services

The DFE have set up a helpline that schools and other organisations working with children can contact if they have concerns about radicalisation:

Tel: 020 7340 7264 E-mail: counter.extremism@education.gov.uk

If you are concerned about extremism in a school or another organisation that works with children, or if you think a child might be at risk of extremism, contact their helpline. Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Channel* guidance, GOV.UK – DfE <https://www.gov.uk/government/publications/channel-guidance>

Appendix 1 - Prevent Resources, Support and Guidance for Education Settings

National Online Resources			
No.	Product	Details	Link/Contact
1	Educate Against Hate	A website jointly developed by the Home Office and Department for Education which contains details of resources that schools may use	http://educateagainsthate.com/
2	Miriam's Vision	Materials produced by Miriam Hyman Trust as a result of 7/7.	www.miriamsvision.org
3	Hammersmith and Fulham Prevent Resources Pack	Lesson materials produced by H&F LA covering digital awareness, conspiracy theories and extremism.	https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/school-staff-zone/prevent-and-schools/prevent-and-schools-overview
4	Prevent Tragedies	A UK Police and partners initiative to help prevent people getting drawn into violent extremism and terrorism	https://www.safeguardingresourcehub.co.uk/Prevent-Tragedies
5	Anne Frank Trust	To use Anne Franks life to empower young people with the knowledge, skills and confidence to challenge all forms of prejudice and discrimination	http://www.annefrank.org.uk/
6	Getting on Together	A suite of curriculum material covering modules on extremism, open debate and critical thinking.	http://www.got.uk.net/
Staffordshire Safeguarding Children Board Online Information			
7	Staffordshire Children Safeguarding Board	The schools/education section of the Safeguarding Children Board (SCB) website	https://www.staffsscb.org.uk

8	Staffordshire Children Safeguarding Board	The professionals section of the Safeguarding Children Board website page for Extremism, Radicalisation and Prevent	https://www.staffsscb.org.uk
9	Staffordshire Children Safeguarding	Safeguarding People who are vulnerable to being drawn into Violent Extremism and/or Terrorism in Staffordshire and	https://www.staffsscb.org.uk
10	Staffordshire Children Safeguarding Board	Staffordshire Chanel Panel Operating Principles	https://www.staffsscb.org.uk
Local Resources			
11	Community Cohesion Team	Sessions on cohesion, extremism and hate crime delivered to pupils Assist schools in building links with local communities and faith institutions Deliver Faith workshops to pupils One to one& group support to assist schools in addressing tension in the school environment Provide support to schools on cultural awareness Prevent & Cohesion awareness sessions for staff and governors.	Stoke on Trent Link: Iftikhar Ahmed iftikhar.ahmed@stoke.gov.uk
12	Prevent	Raise awareness of the Prevent Duty in Education and conduct training e.g. WRAP (Workshop to Raise Awareness of Prevent) Home Office approved Provide targeted support to education settings around Prevent related concerns Provide Prevent policy advice/guidance to members of the Senior Leadership Team Understand local vulnerabilities Engage with unregulated settings Conduct quality assurance on external projects Assist curriculum leads with resources which foster resilience to extremism Facilitate student Prevent- related workshops Act as the link between Channel referrals and schools.	Sarah Dyer Sarah.Dyer@stoke.gov.uk Designated Safeguarding Lead Email: amanda.darlington@staffordshire.gov.uk Prevent Co-ordinator Tel: 01785 232054 Email: Calum.Forsyth@staffordshire.pnn.police.uk Prevent Team Tel: 01785 238239 or 01785 233109 Email: prevent@staffordshire.pnn.police.uk
13	Prevent	Information about local Prevent activities and to access the support of the Prevent Education Officer	Sarah Dyer Sarah.Dyer@stoke.gov.uk

14	Staffordshire Police Prevent	Information about Prevent and to make a referral if you are concerned that an individual is being radicalised	prevent@staffordshire.pnn.police.uk
National Guidance			
15	Channel Duty Guidance - Home Office	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118187/vul-assessment.pdf	
16	Channel Duty Guidance - Home Office	https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance	
17	Prevent Duty Guidance for England and Wales	https://www.gov.uk/government/publications/prevent-duty-guidance	
18	Protecting children from radicalisation: the prevent duty	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty	
19	The use of social media for online radicalisation	https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation	
20	Promoting Fundamental British Values as part of SMSC – Nov 2014	https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc	
21	Schools Inspection Handbook- Ofsted	https://www.gov.uk/government/publications/school-inspection-handbook-eif	
22	Keeping Children Safe in Education, DfE – September 2021	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	
23	Governance Handbook, DfE	https://www.gov.uk/government/publications/governance-handbook	

24	Headteacher's Standards	https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020
25	Counter-extremism policy in English schools – House of Commons briefing paper	https://commonslibrary.parliament.uk/research-briefings/cbp-7345/
26	Proscribed terrorist groups and organisations	https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2