Beech Lodge School
PREVENTING EXTREMISM AND RADICALISATION POLICY

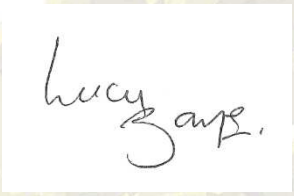
This policy, which is applicable to the whole school, is part of our safeguarding – child protection procedures. It is publicly available on the school website and a copy may be obtained from the school office.

The Counter-Terrorism and Security Act (2015) places a duty on our school to have due regard to the need to prevent people from being drawn into terrorism and, in so doing, have regard to guidance issued by the Secretary of State. We work in partnership with other agencies and recognise that we are partners in the 'Channel Panels' that exist between the local *Prevent* co-ordinators, the Local Authority, the chief officer of the local police and existing multi-agency forums.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head and the Designated Safeguarding Lead (DSL).
- The Proprietor undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than **February 14th 2018** or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: March 8th 2016





Lucy Barnes
Headteacher

Daniela Shanly
Proprietor

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is: Craig Miller Head of Community Safety. **Email: craig.miller@rbwm.gov.uk. Tel: 01628 683598. Emergency Duty team (out of hours service): 01344 786543.** The non-emergency police telephone number is: 111 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Introduction: Beech Lodge School is committed to providing a secure environment for pupils, where students feel and are kept safe. All adults at Beech Lodge School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake. Specific safeguarding issues include child sexual exploitation (CSE), bullying including cyber-bullying, faith abuse, radicalisation and teenage relationship abuse. In adhering to this policy, and the procedures therein, staff and visitors contribute to Beech Lodge School's delivery of the outcomes to all students, as set out in s10 (2) of the Children's Act 2004. The United Nations Convention on the Rights of the Child states that every child has the right to think and believe what they want and also to practice their religion (UNCRC – Article 14). Also, education should develop each child's personality, talents and abilities to the full (UNCRC – Article 29). Finally, every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of people in the country where they live (UNCRC – Article 30). The Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Children in

line with our statutory duties set out at s175 of the Education Act 2002. We see it as our duty to prevent people from being drawn into terrorism.

Beech Lodge School ensures information is shared between organisations to ensure that people at risk of radicalisation receive appropriate support. We demonstrate both a general understanding of the risks affecting children and young people in the area and have a specific understanding of how to identify students who may be at risk and what to do to support them. Our school also communicates and promotes the importance of the *Prevent* duty to staff and ensure that they implement the *Prevent* duty effectively. Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE Guidance 'Keeping Children Safe in Education, 2015' and the DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People'

Beech Lodge School builds resilience to radicalisation by promoting fundamental British values through the curriculum and through social, moral, spiritual and cultural development, equips pupils with knowledge, skills and understanding to prepare them to play a full and active part in society and ensures that the school is a safe place to discuss sensitive issues, while securing balanced presentation of views and avoiding political indoctrination.

Purpose: We ensure that:

- our school complies with all the relevant current legislation and other National Standards which govern this area of our work.
- our students keep themselves and others in the wider community safe.
- we prevent vulnerable young people in our care being exposed to radicalisation and extreme views
- we provide opportunities for students to widen and develop their inter- personal skills by meeting and forming relationships with people from outside the establishment.
- the welfare and safety of individuals in our care is a major consideration at all times.
- arrangements are in place to deal with concerns which may be raised about an individual/s in our care.

School Ethos and Practice: When operating this policy Beech Lodge School uses the following accepted Governmental definition of extremism which is: *'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.* There is no place for extremist views of any kind in our school. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this policy.

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 the students. Education is a powerful weapon against this; equipping students with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at Beech Lodge School we provide a broad and balanced programme, delivered by skilled professionals. This includes actively promoting equality, diversity, tackling bullying and discrimination. This narrows gaps in achievement between different groups of students and learners. Therefore, at Beech Lodge School we provide a broad and balanced programme, delivered by skilled professionals, so that our children are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore at Beech Lodge School we are aware that students can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources including the media, including via the internet. 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 Behaviour for staff. As part of wider safeguarding responsibilities staff are alert to:

- disclosures by students 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;
- graffiti symbols, writing or art work promoting extremist messages or images;
- students accessing extremist material online, including through social networking sites and excessive usage; parental reports of changes in behaviour, friendship or actions and requests for assistance;
- partner schools, local authority services, and police reports of issues affecting students in other schools or settings;
- students 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 and
- anti-Western or Anti-British views.

Our school closely follows the Royal Borough of Windsor and Maidenhead agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised advice will be sought from the Local Authority who have a panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. This Panel meets when a referral has been made and referrals can be made by anyone. Senior management will also contact their local police for guidance if concerns have been raised around an individual in our care and be guided by them with regards to the next course of action. During any subsequent external investigation, for the individual to remain in our care, the Senior Leadership Team will hold a focus meeting to identify risks and control measures that can be put in place to reduce that risk. They will decide if it is safe to keep the individual or whether they need to undertake a period of temporary exclusion.

Prevent Duty: The National Prevent Duty Guidance 2015 website is: (www.gov.uk/government/publications/prevent-duty-guidance). Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. It also promotes community cohesion. Beech Lodge School is a safe place in which the students can understand and discuss sensitive topics, including terrorism and the extremist ideas, and learn how to challenge these ideas. We appreciate that the Prevent duty is not intended to limit discussion of these controversial issues. However, we are also mindful (in accordance with sections 406 and 407 of the Education Act 1996 along with Section 26 of the Counter-Terrorism and Security Act 2015) of our duties to forbid political indoctrination and to secure a balanced presentation of political issues.

We assess the risk in our school of our students being drawn into terrorism including support for terrorist ideology fundamental to which are extremist ideas. We take into account the RBWM arrangement to fulfil *Prevent* duties. In addition to prevent training for the Designated Safeguarding Lead and Deputy Lead this is also to be expanded to include the whole staff. Whilst we intend to do training recommended by the local authority, the training (on-line) opportunities through the *Channel Preventing Radicalisation* programme is to be accessed for all staff and Designated Safeguarding Lead. Our school promotes young people in making positive choices about their lives and endorses the Channel early intervention scheme for students who could be at risk of radicalisation. The non-statutory guidance can be found here. http://course.ncalt.com/Channel_General_Awareness/01/index.html

Risk Assessment: We assess the risk of our students being drawn into terrorism. This is based on an understanding, shared with partners, of the potential risk in the local area. We have robust safeguarding policies in place to identify students at risk, and intervene as appropriate. We also consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care. Beech Lodge School has clear protocols for ensuring that any visiting speakers – whether invited by staff or appointed by students themselves – are suitable and appropriately supervised.

Radicalisation: is defined in the government's Prevent strategy as *"the process by which a person comes to support terrorism and forms of extremism leading to terrorism".* There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology as it occurs as a result of varying consequences and settings such as family, friends, online, or specific needs which are answered by extremist or terrorist groups. Beech Lodge School responds to pupils who may be targeted or influenced to participate in radicalism or extremism. Beech Lodge School also ensures that we can "demonstrate activity", as required by the statutory guidance, in the following key areas: risk assessment, working in partnership, staff training and IT policies.

E-safety and the use of Social Media: The internet and the use of social media in particular has become an increasingly major factor in the radicalisation of young people as it confirms extreme beliefs by providing access to like-minded people where they are not able to do this offline. This online community normalises abnormal views or behaviours such as extreme ideological views and accelerates and intensifies radicalisation. Beech Lodge School ensures students are safe from terrorist and extremist material when accessing the internet in school, including by ensuring suitable filtering is in place. Every teacher is aware of the risks posed by online activity of extremist and terrorist groups. Further details

on how social media is used to promote extremism and radicalisation can be found in guidance from the Department for Education '*How Social Media Is Used To Encourage Travel To Syria And Iraq: Briefing Note For Schools.'* An understanding of keeping safe from relevant risks such as abuse, sexual exploitation and extremism is promoted, including when using the internet and social media.

Jihadists are encouraged to: 'Invade' social network sites such as Facebook by setting up groups with radical views and to seek to gather users with the 'right' attitude; 'Invade' file-sharing sites like YouTube by placing various clips with extreme content and infiltrate popular Islamist websites in order to attempt to convert them into militant sites in line with the closed websites by spreading extremist contents on the discussion of forums of these sites.

Promoting British Values: Beech Lodge School actively promotes all fundamental British values and challenges all behaviours and opinions that are contradictory to these values. It is expected that pupils should understand that while different people may hold different values, all people living in England are subject to its law. Beech Lodge School's ethos and teaching supports the rule of English civil and criminal law and does not teach anything that undermines it. Beech Lodge School takes particular care when teaching about religious law to explore the differences between state and religious law. Teachers at Beech Lodge School maintain high standards of ethics and behaviour and uphold public trust in the profession within and outside school.

Through their provision of SMSC Development, Beech Lodge School enables students to develop their self-knowledge, self-esteem and self-confidence. Beech Lodge School promotes respect for other people and enables students to acquire an appreciation of and respect for their own and other cultures and cultural traditions. Personal development is promoted, so that students are well prepared and contribute to wider society and life in Britain.

- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Child Protection: Staff at Beech Lodge School are 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 learner 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 learner'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 in Beech Lodge School including visiting staff, volunteers, contractors, 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 Head. In Beech Lodge School our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

Role of the Designated Safeguarding Lead: The Designated Safeguarding Lead is: Lucy Barnes who is also the Head. The Deputy Designated Safeguarding Lead (DSL) is: Rachel Cassidy
The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education' which is detailed in the Safeguarding Policy. The Designated Safeguarding Lead is the focus person and local 'expert' for school 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. In line with Recommendation 2 of Peter Clarke's Report; In Beech Lodge School the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training : Whole school in-service training on Safeguarding is organised for staff and the Proprietor at least every three years and will comply with the prevailing arrangements agreed by the Royal Borough of Windsor and Maidenhead. The Designated Safeguarding Lead attends training courses as necessary and the appropriate inter-agency training organised by the RBWM Local Safeguarding Children Board, or similar courses from an accredited provider at least every two years. The key areas to be included in the training can be found in the Preventing Extremism FAQ and include:

- what Prevent is;
- what extremism and radicalisation are;
- how people may be drawn into terrorism ;

- how messages are spread;
- the role of the internet and social media;
- what schools and childcare providers must do to comply with the Prevent duty;
- support for individuals at risk;
- reporting concerns.

Reporting Concerns: Our DSL provides advice and support to other members of staff on protecting children from the risk of radicalisation. Our school ensures staff understand what radicalisation and extremism mean and why people may be vulnerable to being drawn into terrorism. We ensure staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. Staff safeguard and promote the welfare of children and know where and how to refer children and young people identified as being at risk of radicalisation for further help to our Prevent Officer who will consider the most appropriate referral which could include Channel or Children's Social Care. Details of our Local Authority Prevent Lead who can give support and advice for the prevention of radicalisation is available at the top of this policy.

Working in partnership with other agencies and information sharing: In-line with the safeguarding arrangements sent out by RBWM, Beech Lodge School co-operates productively with our local *Prevent* co-ordinators, the police, RBWM and existing multi-agency forums, for example Community Safety Partnerships on all matters regarding safeguarding and preventing extremism. We ensure information is shared appropriately.

Teaching Approaches: We will all strive to eradicate the myths and assumptions that can lead to some students becoming alienated and disempowered, especially where the narrow approaches students may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support be delivered in tutorials. We ensure that all of our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We are flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- making a connection with children through positive engagement and a learner centred approach;
- facilitating a 'safe space" for dialogue and
- equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of children. 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 an approach that includes: citizenship programmes; open discussion and debate; work on anti-violence and a restorative approach to conflict resolution; targeted programmes.

We 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 student's experiences and horizons. We help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences we will ensure that that learner is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Beech Lodge School we 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 children 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 children safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers: At Beech Lodge School we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. We comply with KCSIE paragraph 43 and prevent people who pose a risk of harm from working with children. We adhere to statutory

responsibilities and check staff who work with students, taking proportionate decisions on whether to ask for any checks beyond what is required. We ensure that volunteers are appropriately supervised. 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 compete opposition to, our 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 students. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to students 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 students through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are matched to the needs of students and
- activities are carefully evaluated by schools to ensure that they are effective.

Beech Lodge School records formal checks in the SCR by reference to the usual considerations such as role, frequency, supervision, payment (as not all visiting speakers are volunteers) and whether speakers are employed by another organisation. Where checks are carried out on volunteers, we record this on the single central record, unless a secure alternative approach is used instead. By delivering a broad and balanced programme, augmented by the use of external sources where appropriate, we strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing: Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the Headteacher straight away (or if it relates to the Headteacher inform Local Authority Designated Officer whose contact details are on pages 1 and 2 of the Child Protection Policy).

Recruitment : The arrangements for recruiting all staff, permanent and volunteers, to our school will follow 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 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 are alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, we adhere to safer recruitment practice.

Role of the Proprietor: The Proprietor undertakes appropriate training to ensure that she is clear about the role and the parameters of their responsibilities as Proprietor, including the statutory safeguarding duties. The Proprietor also supports the ethos and values of our school and supports tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2015' the Proprietor challenges the school's Senior Leadership Team on the delivery of this policy and monitor its effectiveness. The Proprietor reviews 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.

Possible signs of extremism/radicalisation - Key questions

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences – Key questions

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences – Key Questions

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?

- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Vulnerability Factors

Engagement factors

1. Grievance/Injustice: Engagement with an extremist group, cause or ideology meets needs to express or act on feelings of anger, grievance or injustice.

2. Threat: The individual feels that their family, identity, culture or values are under threat and an extremist group or cause offers a vehicle to articulate these threats and defend against them.

3. Identity, meaning and belonging: The individual uses the group, cause or ideology to provide a clear sense of identity, meaning and belonging.

4. Status: Some individuals use extremist groups, causes or ideologies to provide a sense of status and superiority.

5. Excitement, comradeship or adventure: Some individuals use extremist groups, causes or ideologies to fulfil a desire for excitement, comradeship or adventure.

6. Dominance and control: Some individuals use extremist groups, causes or ideologies to dominate and control others.

7. Susceptibility to indoctrination: Some individuals accept the ideology, beliefs and doctrine of an extremist group or cause uncritically and without question.

8. Political/moral motivation: Engagement with an extremist group, cause or ideology is motivated by a desire to bring about political or moral change.

9. Opportunistic involvement: Engagement with an extremist group, cause or ideology can be motivated by self-interest rather than a political or moral cause.

10. Family and/or friends support extremist offending: Some individuals' engagement with an extremist group, cause or ideology can be supported or condoned by family or friends.

11. Transitional periods: Some individuals engage with an extremist group, cause or ideology at a transitional time in their lives.

12. Group influence and control: Some individuals are members of extremist groups that impose a significant level of influence and control over their behaviour and conduct.

13. Mental health: Mental health problems can contribute to individuals' engagement with groups, causes or ideologies.

Intent factors

14. Over-identification with a group, cause or ideology: Some individuals over-identify with a group, cause or ideology to the extent that they lose their own identity and sense of agency.

15. Them and Us thinking: Some individuals divide the world into an out-group of persecutors and an in-group of persecuted individuals with whom they identify and whose cause they have adopted.

16. Dehumanisation of the enemy: Individuals can dehumanise members of the out-group and believes they should be purged or punished.

17. Attitudes that justify offending: This factor applies where individuals hold attitudes or beliefs that support and justify offending on behalf of their group, cause or ideology.

18. Harmful means to an end: Individuals may be prepared to commit serious or significant harm to realise extremist goals.

19. Harmful objectives: Some individuals hold objectives that are inherently harmful.

Capability factors

20. Individual knowledge, skills and competencies: Some individuals have specific knowledge, skills and competencies to contribute to or commit offences that could cause serious and significant harm.

21. Access to networks, funding or equipment for terrorism: Some individuals have access to networks, funding or equipment that can help them support or commit a terrorist offence that could cause serious or significant harm.

22. Criminal capability: Where individuals have a criminal history, which can provide a level of capability for extremist offending.

Legal and Best Practice Status

- This policy complies with Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2015), and other relevant and current regulations and any other guidance to which schools are obliged to have regard.
- In adhering to this policy, and the procedures therein, staff and visitors contribute to Beech Lodge School's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.
- Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in *Keeping Children Safe in Education (KCSIE) (*DfE: July 2015); *Working Together to Safeguard Children* (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2015 and also 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
- *Prevent Duty Guidance: for England and Wales* (March 2015) (*Prevent*). *Prevent* is supplemented by *The Prevent duty: Departmental advice for schools and childminders (June 2015)* and *The use of social media for on-line radicalisation (July 2015)*
- Department for Education: '*How Social Media Is Used To Encourage Travel To Syria And Iraq: Briefing Note For Schools.'*

Related Documents:

- Safeguarding Children – Safer Recruitment Policy; Anti-bullying; E-Safety Policy; Whistleblowing; Behaviour Management including Discipline, Sanctions and Exclusions Policy; Personal Social Health and Economic Education (PSHE) and Spiritual, Moral, Social and Cultural (SMSC) Development;
- Statutory guidance (Home Office) – see paras 1-27 generally and 57-76 for sector specific guidance for schools
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (Department for Education)
  http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/safety-features
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450?How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

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

PUSH FACTORS-factors that push and individual/make an individual vulnerable to extremist messages	**KEY INGREDIENTS**	**PULL FACTORS-**factors that draw children into extremist messages
Lack of excitement; frustration	**Teacher confidence** in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach	Charismatic/confident individuals (recruiters)
Lack of sense of achievement- seen as significant. 'Lack of purpose'/ confidence in the future, life goals.	**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.	Networks/sense of belonging
Lack of an outlet for views	**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	Broader community views which enable or do not oppose extremism
Gaps in knowledge or understanding for both children and their parents	**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 children a sense of multiple identities, help children become aware of and comfortable with, multiple personal identity	Persuasive, clear messages. Exploiting knowledge gaps
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		**Factors that are out of scope with this study**
Factors that are out of scope with this study	**Factors that are out of scope with this study**	Sense of dignity and importance and loyalty
Disruptive home life	Support from Senior Leaders	Exciting (non-teaching) activities
Disaffection with wider societal issues	Pupil support processes	Sense of purpose in life