



St Jude's Church of England Primary School

Preventing Extremism and Radicalisation

Safeguarding Policy

Our children
Our St Jude's family
Happy – Inspired – Loved
The sky is not the limit
Ready for today - prepared for tomorrow

Introduction

St Jude's C.E. Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at St Jude's C.E. Primary School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to St Jude's C.E. Primary School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004¹. 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 (s157 of the Education Act 2002 – for Independent Schools and Academies

¹ *the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

Other references for Legal Framework and Guidance:

The Children Act (1989)
Framework of Assessment for Children and their Families (2000)
Significant Harm – Adoption and Children Act (2002)
Section 157/175 Education Act (2002)
Every Child Matters (2004)
What to do if you are Worried a Child is Being Abused (2006)
LSCB – Safeguarding our Children (2007)
Safeguarding Children and Safer Recruitment in Education (DSCF 2007)
Working Together to Safeguard Children (Updated 2016)
OFSTED FGM resource Pack (2014)
HM/GOV Female Genital Mutilation: Guidelines to protect Children and Women (2011)
London Child Protection Procedures 5th Edition (2013)

School Ethos and Practice

When operating this policy St Jude's C.E. Primary 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, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

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 young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at St Jude's C.E. Primary School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore at St Jude's C.E. Primary School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

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 Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils 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 pupils have not actively sought these out.
- Graffiti symbols, writing or art work 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
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils 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
- Anti-Western or Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Lambeth's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

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 so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching design and a pupil centered approach.
- Facilitating a 'safe space' for dialogue, and
- 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 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 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 St Jude's C.E. Primary School we will 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 pupils 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 pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

At St Jude's C.E. Primary School 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. To do this we will use the Lambeth Toolkit for Managing the Work of External Agencies.

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 complete 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 schools 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, augmented by the use of external sources where appropriate, 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.

Female Genital Mutilation

It is accepted that some female pupils in our school may be at risk of being subject to Female Genital Mutilation (FGM). It is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM. St Jude's Primary School will follow the procedures for dealing with cases of FGM as set out in the London Child Protection Procedures and in the HM/GOV Guidance - "Female Genital Mutilation: Guidelines to protect Children and Women (2011). As part of their Child Protection Training, all staff are made aware of the identifying signs that a child may be about to undergo or has undergone FGM.

From a Child Protection perspective a child for whom FGM is planned is at risk of significant harm through physical and emotional abuse, it may also be considered as sexual abuse. Equally the child may be aware of what is going to happen and make disclosure or seek help. If any member of staff receives disclosure or is aware that FGM is about to happen this must be disclosed to the Designated Senior Person for Child Protection without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the children may be taken out of the country.

Honour Based Violence

Honour based violence is the term used to describe murders or violence in the name of so – called 'family honour'. Professionals should respond in a similar way to cases of honour violence as with domestic violence or forced marriage. For further information see http://www.londoncp.co.uk/chapters/honour_base_viol.html

Any child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and or neglect. They may also suffer significant emotional harm through the threat of violence or through witnessing violence directed towards a sibling or another family member. If any member of staff receives a disclosure or is aware that a child has witnessed or been subject to Honour Based Violence, they must be disclosed to the Designated Senior Person for Child Protection without delay.

Whistle Blowing

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

St. Jude's C.E. Primary School

Whistle blowing policy

1 Introduction

1.1 The Code is intended to help employees in or working with or assisting Schools in Lambeth who have major concerns over any wrong-doing within such Schools relating to unlawful conduct, financial malpractice or dangers to the public or the environment. Specific examples could include:-

- A criminal offence (e.g. fraud, corruption or theft) has been/is likely to be committed;

- A miscarriage of justice has been/is likely to occur;
- The health or safety of any individual has been/is likely to be endangered;
- The environment has been/is likely to be damaged;
- Public funds are being used in an unauthorised manner;
- The School's Governance arrangements have or are not being observed or are being breached by students, staff employed in or those working with or assisting Lambeth Schools;
- Sexual or physical abuse of any employee or service recipient is taking place(subject to the Child Protection Procedure in the case of children);
- Discrimination is occurring to any member of staff or service recipient on grounds of sex, race or disability;
- Any other form of improper action or conduct is taking place;
- Information relating to any of the above is being deliberately concealed or attempts are being made to conceal the same.

1.2 The School's Governing Body, based on advice received from the Council's Chief Internal Auditor, has issued this Code so as to enable you to raise your concerns about such malpractice(s) at an early stage and in the right way. The School's Governing Body would rather that you raised the matter when it is just a concern rather than wait for something to happen.

1.3 If something is troubling you, which you think we should know about or look into, please use this policy. If, however, you are aggrieved about your personal position, please use any appropriate Staff Grievance Policy – which you can get from your Headteacher. This Whistle Blowing Code is primarily for concerns where the interests of others or of the organisation itself are at risk.

1.4 If in doubt – raise it!

2 Aims of the Schools Whistle Blowing Code

2.1 The Code aims to:

- Encourage employees in or working with or assisting Lambeth Schools to feel confident in raising serious concerns and to question and act upon their concerns;
- Provide ways for employees in or working with or assisting Lambeth Schools to raise those concerns and get feedback on any action taken as a result;
- Ensure that employees in or working with or assisting Lambeth Schools get a response to their concerns;
- Ensure that employees in or working with or assisting Lambeth Schools are aware how to pursue their concerns and the appropriate steps to take if they are not satisfied with any action;
- Reassure employees in or working with or assisting Lambeth Schools that if they raise any concerns in good faith and reasonably believe them to be true, they will be protected from possible reprisals or victimisation.

2.2 It is not intended to be used where other more appropriate procedures are available, for example:

- Complaints of misconduct against Governors (for further information, please contact Lambeth Council's School Finance Team);
- Complaints of misconduct against Councillors (For further information, please contact Lambeth Council's Chief Internal Auditor);
- Child protection (see Child Protection procedures)

3 Who is covered by the Schools Whistle Blowing Code?

3.1 All employees in or working with or assisting Lambeth Schools may use this Code. This includes permanent and temporary employees, and employees seconded to a third party. Any concerns relating to the third party, if relevant to the employees secondment, can also be raised under this Code.

3.2 This Schools Whistle Blowing Code will be operative from 1st September 2007 and will be kept under review, on an annual basis, by the Headteacher and the School's Governing Body.

4 What assurance do you get?

- 4.1 If you do raise a genuine concern under this Code, you will not be at risk of losing your job or suffering any form of retribution as a result. Provided you are acting in good faith, it does not matter if you are mistaken. Of course, this assurance is not extended to someone who maliciously raises a matter that s/he knows to be untrue.
- 4.2 The Governing Body and the Council will not tolerate the harassment or victimisation of anyone raising a genuine concern. However, we recognise that you may nonetheless want to raise a concern in confidence under this Code. If you ask us to protect your identity by keeping your confidence, we will not disclose it without your consent. If the situation arises where we are not able to resolve the concern without revealing your identity (for instance because your evidence is needed in court), we will discuss with you whether and how we can proceed.

5 What is the Legal Background?

- 5.1 The Public Interest Disclosure Act 1998 (hereinafter referred to as 'the Act') protects employees against detrimental treatment or dismissal as a result of any disclosure of normally confidential information in the interests of the public. The Act only covers protected disclosures under six categories, namely; crime, illegality, miscarriage of justice, damage to health and safety, damage to the environment, and 'cover-ups' about these issues. To obtain protection, employees must first disclose the information to the employer.
- 5.2 Therefore this Code has been adopted to provide an avenue within the School to raise concerns. If an employee takes the matter outside the school, s/he should ensure that no disclosure of confidential information takes place and should take advice, if unsure, as the Public Interest Disclosure Act does not provide blanket protection and could leave employees in or working with or assisting Lambeth Schools vulnerable to disciplinary or other action, if they disclose confidential information in circumstances not covered by the Act.
- 5.3 If you are unsure whether to use this Schools Whistle Blowing Code or you want independent advice at any stage, you are advised to contact:
- If applicable, your relevant trade union or;
 - The independent charity Public Concern at Work on 020 7404 6609. Their lawyers can give you real confidential advice at any stage about how to raise a concern about serious malpractice at work.

6 How should a concern be raised?

- 6.1 As soon as you become reasonably concerned you should firstly raise the issue with your Headteacher and/or Chair of Governors. If you do not feel that the school will deal with your concern, you should write to the Executive Director of Children & Young Peoples' Services (CYPS) and the Council's Chief Internal Auditor.
- 6.2 Concerns may be raised orally or in writing. Employees who wish to make a written report should let us know:
- The background and history of the concern (giving relevant dates);
 - The reason why they are particularly concerned about the situation.

7 How will the School and/or the Council respond?

- 7.1 Where you have informed the School of your concern, the Headteacher and/or Chair of Governors will also ensure that in the most serious of concerns, the Executive Director CYPS and the Chief Internal Auditor receives adequate details of the employees using this code for the purpose of corporate recording and monitoring purposes.
- 7.2 Where you have informed the Council of your concern, the Executive Director CYPS will ensure that adequate details are formally recorded for monitoring purposes.
- 7.3 Once you have informed the School or the Council of your concern, the appropriate officer will look into it to assess initially what action should be taken. This may involve an internal inquiry or a more formal investigation. You will be told who may be handling the matter, how you can contact him/her whether your further assistance may be

needed. If you request it, the School or the Council will write to you summarising your concern(s) and setting out how it will be handled.

7.4 While the purpose of this Code is to enable us to investigate possible malpractice and take appropriate steps to deal with it, we will give you as much feedback as we properly can. If requested, we will confirm our response to you in writing. Please note, however, that we may not be able to tell you the precise action we take where this would infringe a duty of confidence owned by us to someone else.

7.5 Concerns or allegations which fall within the scope of specific procedures (for example child protection) will normally be referred for consideration under that relevant procedure. Some concerns may be resolved by agreed action without the need for investigation. If urgent action is required, this will be taken before any investigation is conducted.

7.6 Where appropriate, the matters raised may:

- Be investigated by management, internal audit, the Executive Director CYPS, the Chief Internal Auditor or through the disciplinary process;
- Be referred to the police;
- Be referred to the external auditor;
- Form the subject of an independent inquiry.

7.6 Usually, within two weeks of a concern being raised, the person looking into the concern will write to the person raising the concern:

- Acknowledging that the concern has been received;
- Indicating how the School propose to deal with the matter;
- Giving an estimate of how long it will take to provide a full response;
- Saying whether any initial enquiries have been made;
- Supplying information on support available to you and;
- Saying whether further investigations will take place and if not, why not.

7.7 Subject to any legal constraints, the relevant employee will normally be informed of the final outcome of any investigation.

8 What safeguards are there for the person raising the concern?

8.1 The Governing Body will not tolerate any harassment or victimisation (including informal pressures) and will take appropriate action to protect employees who raise a concern in good faith.

8.2 Any investigation into allegations of potential malpractice will not influence or be influenced by any disciplinary or redundancy procedures already taking place concerning the employee.

8.2 No action will be taken against anyone who makes an allegation in good faith, reasonably believing it to be true, even if the allegation is not subsequently confirmed by the investigation.

8.4 Every effort will be made to ensure confidentiality as far as this is reasonably practical.

8.5 Help will be provided to you in order to minimise any difficulties, which you may experience. This may include advice on giving evidence if needed. Meetings may, if necessary be arranged off-site with you and for you being represented, if you so wish.

9 How can a concern be taken further?

9.1 If you are unsure whether to use this Schools Whistle Blowing Code or you want independent advice at any stage, you may contact:

- If applicable, your relevant trade union or;

- The independent charity Public Concern at Work on 020 7404 6609. Their lawyers can give you free confidential advice at any stage about how to raise a concern about serious malpractice at work.

9.2 Employees in or working with or assisting Lambeth Schools who are not satisfied with the action taken by the Governing Body and feels it right to question the matter further, may consider the following possible contact points:

- Lambeth Council's Executive Director CYPS and/or Chief Internal Auditor;
- Lambeth Council's Internal Audit and/or the District Auditor;
- The employee's Trade Union;
- The Citizens Advice Bureau and/or law centre/firm;
- Relevant professional bodies or regulatory organisations;
- The Local Government Ombudsman;
- The Information Commissioner;
- A relevant voluntary organisation;
- The Police and/or Health and Safety Executive

10 Recording & Monitoring

10.1 The Governing Body will ensure it has sufficient internal arrangements to address the requirements of the Code, including appropriate support for the Headteacher in implementing the Code. The Governing body will also ensure that it reviews all cases, are satisfied that it has been appropriately addressed and formally record the outcomes.

10.2 The Executive Director CYPS shall ensure that CYPS Officers are sufficiently trained to support schools in implementing this Code and that relevant training is available to the Headteacher and Governing Body.

10.3 The Executive Director CYPS will maintain a Schools Whistle Blowing Register containing all concerns that are brought to his/her attention. The Governing Body will maintain a Schools Whistle Blowing Register containing all concerns that are brought to its attention. These Registers must be available for inspection.

Child Protection

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties.

Staff at St Jude's C.E. Primary School will be 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 child 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 child'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 St Jude's C.E. Primary 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 Headteacher.

In St Jude's C.E. Primary School School our Child Protection reporting arrangements are set out fully in our Child Protection Policy and are summarised here, as follows;

When staff have concerns about a child or a disclosure has been made they will record these on a referral form (found in the file in the staffroom) and discuss their concerns immediately with the headteacher (or if she is off site there are 2 other members of staff who are Designated Safeguarding Leads).

The Designated Safeguarding Lead / headteacher will then take appropriate action by meeting with the parents/carers to share concerns and/ or referring to Lambeth Social Care (if this is deemed necessary) through a MARF form.

The completed forms are kept in locked cupboard in the child protection folder.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is: Miss Alexandra New (Level 3)

The Deputy Designated Safeguarding Lead is: Miss Laura Cookson and Miss Sorina Alexandru (Level 3)

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'.

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 St Jude's C.E. Primary 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 and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and Lambeth's Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend Lambeth training courses as necessary and the appropriate inter-agency training organised by the Lambeth Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow Lambeth's 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 will 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 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 adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

The Governing Body of our School 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 school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

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, 2014' 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 regularly 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.

Related Policies:

Whistle Blowing Policy, Anti – Bullying Policy, E Safety Policy, Behaviour Policy and Child Protection Policy.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

In St Jude's C.E. Primary School the Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

Chair of Governors: Mr Mark Wilkinson



Signed: *Mark Wilkinson*

Date: 14.11.17

This policy will be reviewed annually.

Appendix A:

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

<p>PUSH FACTORS – factors that push an individual/ make an individual vulnerable to extremist messages</p> <p>Lack of excitement; frustration</p> <p>Lack of sense of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.</p> <p>Lack of an outlet for views.</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences. (Including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</p> <p><i>Exclusion – lack of belonging to peer or community networks, associations etc.</i></p> <p>Below the line: factors that are out of scope of this study</p> <p>Disruptive home life.</p> 	<p>KEY INGREDIENTS</p> <p>Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p>Teacher attitudes and behaviours</p> <ul style="list-style-type: none"> •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 <p>Specific knowledge:</p> <ul style="list-style-type: none"> •Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') •Knowledge of an alternative values framework <p>Teaching practice/pedagogy:</p> <ul style="list-style-type: none"> •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 young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity <p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p>	<p>PULL FACTORS - Factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters).</p> <p>Networks/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps</p> <p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life</p> 

Source: Teaching approaches that help build resilience to extremism among young people, DfE 2011