

**Preventing Radicalisation and Extremism Policy**  
**Statement of British Values**

**Date of Policy:** Autumn 2021  
**Date of Review:** Autumn 2022  
**Next Review:** To be reviewed annually

**Policy Review Dates**

<b>Review Date</b>	<b>Changes made</b>	<b>Shared with staff</b>
Autumn 2021	Reviewed and updated with reference to Keeping Children Safe in Education 2021 Changes are highlighted in yellow	Autumn 2021

This policy should be read in conjunction with the school's Safeguarding and Child Protection, E Safety, Anti Bullying, Behaviour and PSHE policies as well as Keeping Children Safe in Education (KCSiE) – September 2021 guidance – p. 132 - 135

## **Rationale**

At Vaughan Primary School, we take pride in our multi-cultural community. We believe that all pupils can be encouraged to do their best and succeed. Each child is valued as an individual and we work with parents and carers to foster self-confidence, self-discipline and mutual respect.

Vaughan Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. All staff recognise that safeguarding and creating a safeguarding culture is the responsibility of everyone who works here.

As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

In formulating this policy, we have taken account of the guidance from the Department for Education (DfE) which calls for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting, including the Schools' Responsibilities, published by HM Government, effective from 1st July 2015.

## **Context**

'Preventing Radicalisation' is part of our commitment to keeping pupils safe. Since the 'Education and Inspections Act 2006', schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating pupils and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent pupils from being drawn into extremism. Safeguarding pupils from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Vaughan Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make pupils and young people vulnerable to future manipulation and exploitation.

Vaughan Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

## **Relevant Guidance - The Government's Prevent Strategy**

### ***Counter terrorism strategy - CONTEST***

Prevent is about safeguarding people and communities from the threat of terrorism. The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work, known as the 4P Prevent Strategy to combat radicalization and terrorism. Prevent is one of the four elements of CONTEST.

Below are the four areas of work:

Pursue - To stop terrorist attacks

Prevent - To stop people becoming terrorists or supporting terrorism

Protect - To strengthen our protection against a terrorist attack

Prepare - To mitigate the impact of a terrorist attack

Further details on the Government's Prevent Strategy can be found on the following link. Prevent strategy, GOV.UK – Home Office (Adobe pdf file)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

### **Schools' responsibilities from 1 July 2015**

HM Government has published guidance for authorities, including schools, on their responsibilities under the Counter-Terrorism and Security Act. Under the Act, schools and other authorities have a duty to: "have due regard to the need to prevent people from being drawn into terrorism".

The guidance outlines activities schools will be expected to demonstrate, including:

- Assessing the risk of pupils being drawn into terrorism, and having robust safeguarding policies in place to identify pupils at risk and refer them to relevant authorities
- Setting out protocols for ensuring that visiting speakers are suitable and appropriately supervised
- Working in partnership with other local bodies and following local authority inter-agency procedures
- Ensuring staff are trained to identify pupils at risk of being drawn into terrorism, challenge extremist ideas and refer pupils to appropriate authorities where necessary
- Ensuring the school has internet filters in place to block terrorist and extremist material

Vaughan Primary School seeks to protect pupils and young people against the messages of all violent extremism including, but not restricted to, those linked to

Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, PSHE policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

### **Role of the Governing Body**

It is the role of the Governing Body to:

- ensure that the school meets its statutory duties with regard to preventing radicalisation.
- have a nominated person who will liaise with the Head teacher and other staff about issues to do with protecting pupils from radicalisation. Role of the Head teacher

### **Role of the Headteacher**

It is the role of the Head teacher to:

- be the Designated Single Point of Contact (SPOC) for any concerns regarding radicalisation.
- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis.
- ensure that the school's curriculum addresses the issues involved in radicalisation.
- ensure that staff conduct is consistent with preventing radicalisation.

### **Role of Designated Safeguarding Lead**

It is the role of the Designated Safeguarding Lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- receive safeguarding concerns about pupils and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.
- liaise with the Head teacher about any concerns and make referrals to appropriate agencies with regard to concerns about radicalisation.
- liaise with partners, including the local authority and the police.
- report to the Governing Body on these matters.

### **Role of staff and volunteers**

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

## **Ethos**

At Vaughan Primary School, we ensure that through our school vision, values, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Governing Body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare. We have a duty to prepare our pupils for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

## **Curriculum**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

Teaching the schools core values, alongside the fundamental British Values, supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## **Internet Safety**

The internet provides pupils and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. This includes Facebook, Twitter, You Tube, ASK.FM, Instagram, Tumblr, WhatsApp, Kik, SureSpot and Viber. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT Co-ordinator and the school's ICT support service will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, pupils or visitors find unblocked extremist content, they must report it to a senior member of staff.

We are aware that pupils have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones. All phones must be handed to the class teacher when the pupils arrive at school and are collected at the end of the day.

There is an E-Safety and Acceptable Use of ICT Systems policy and all staff are asked to sign the Acceptable use of ICT to confirm they have understood what is acceptable. All staff have also read and signed that they understand the school Code of Conduct.

Pupils and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff will be given training to help them understand the issues of radicalisation, recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training.

### **Visitors**

Visitors to the school are made aware of our Safeguarding and Child Protection policy on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Head teacher.

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

### **The Promotion of British Values**

In November 2014, the Department for Education (DfE) produced non-statutory guidance on how schools should promote British values as part of spiritual, moral, social, and cultural (SMSC) development:

*‘Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.’ (p5).*

At Vaughan Primary School, we promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance. We celebrate and respect the diverse community in which we live and appreciate our responsibilities as global citizens.

Our school is a place where children feel safe, secure and happy within a caring ethos and climate of trust which values all members of the school community. The pupils learn about diversity and develop an understanding of religious beliefs, moral values and tolerance.

We aim to nurture our children on their journey through life so they grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and the world.

Below is an overview of the fundamental British values and how we promote them at Vaughan Primary School:

## **Democracy**

The school values pupil voice and we ask the pupils about their learning, their concerns and for their ideas about how we can make things better for them. We do this using a pupil questionnaire in the summer term and our subject leaders communicate with groups of pupils as part of our moderating schedule. At the start of each year pupils vote two members of their class on to the School Council (Years 1 – 6). The School Council meets half termly, and through their class representatives, pupils have the opportunity to have their voices heard.

## **The Rule of Law**

The school has a structured and fair Behaviour Thermometer and Reward Chest as part of our behaviour policy. The children understand the school rules and what happens if these rules are broken. We also have a Home School Agreement where we work closely with parents to ensure school rules are adhered to. At the start of each year classes discuss a class charter and plan how to work together. During PSHE lessons and assemblies, children learn about the importance of having rules and how these relate to laws. They also discuss why there needs to be consequences for those who break the rules or laws. By being immersed in the ethos of the school, and through direct teaching within PSHE lessons and assemblies, our pupils learn about their responsibility to be law abiding citizens.

## **Individual Liberty**

Throughout the school, within the safe and supportive school environment, pupils are actively encouraged to make choices and to respect the choices of others. Our behaviour policy is built on the principle that children are responsible for their own actions and choices and that these have consequences. The school sanctions system provides reflection time where pupils are able to think about the impact of their choices. During PSHE, E-Safety lessons and Assemblies, pupils are taught how to keep themselves safe whilst they exercise their rights and personal freedoms. Safeguarding is embedded in every aspect of life at the school.

## **Mutual Respect**

Our ethos at Vaughan Primary school is based on mutual respect. Adults actively model respect with one another, and with the children, in how we speak and treat one another. One of our school rules is that pupils 'Respect everybody in and out of school'. PSHE and assemblies focus on respect to help pupils understand what this means and how it is shown in everyday life.

## **Tolerance of those of Different Faiths and Beliefs**

Our school is a diverse community and is made up of many different cultures and faiths. Our pupils naturally show tolerance for others and have a curiosity to find out and understand cultures and faiths that are different from their own. All staff model a tolerant and accepting attitude. We use assemblies to raise and discuss issues of bullying and prejudice and reinforce learning during curriculum time. Our EAL pupils

make good progress at our school, their home languages are acknowledged and all pupils are well supported.

At Vaughan Primary school we will actively challenge pupils, parents or staff who express opinions contrary to fundamental British Values including extremist views.

### **Definitions and Indicators**

**Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

**Extremism** is defined as the holding of extreme political or religious views. The school has a 'zero-tolerance' approach to extremist behaviour for all community members. We rely on our ethos of mutual respect for all and our strong PSHE curriculum to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

Furthermore, our ethos is about instilling fundamental moral values and to build mutual respect and understanding, and to promote the use of dialogue, not violence, as a form of conflict resolution.

### **School Response**

- Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. At Vaughan Primary School, this is the Head teacher.
- When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.
- Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

### **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events



- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **What to do when we are concerned:**

- Our Safeguarding and Child Protection policy and the school's values, ethos and behaviour policies, provides the basic platform to ensure pupils are given the support to respect themselves and others, stand up for themselves and protect each other.
- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues.
- Our school works with and engages our families and communities to talk about such issues. This is done through parent workshops and support from our key members of staff.
- Our staff are supported to talk to families about sensitive concerns in relation to their pupils and to find ways to address them together wherever possible.
- Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do.

- Where risk factors are present, but there is no evidence of a particular risk, then our Designated Safeguarding Lead (DSL) and SPOC advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups.

The DSL may well be the person who talks to and has conversations with the pupil's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

***In this situation, depending on how worried we are and what we agree with the parent and the child (as far as possible):***

- The DSL/SPOC can decide to notify Children's Services of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised and the school will review the situation after taking appropriate action to address the concerns.
- The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to Children's Services.
- If the concerns about the pupil are significant, they will be referred to Children's Services. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.
- If there are concerns that a child's life is in immediate danger, the Anti-Terrorist Hotline can be contacted - 0800 789 321.

**Procedures for referrals**

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to refer any concerns about radicalisation through the appropriate channels (currently via the Head teacher).

Staff are guided to: **Notice, Check** and **Share** information. This policy is strictly adhered to. Should issues arise, the Head teacher and Designated Safeguarding Lead will make a referral to Channel via Harrow Children's Services. This may happen without notice to parents and carers.

The Channel Programme is a key element of the government's PREVENT strategy (as detailed above) and aims to stop people being drawn into extremism and radicalisation.

Our role, as a school, is outlined in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism' and based upon government guidance as outlined above.

Primarily, our work will be concerned with PREVENTION. Vaughan Primary School fully supports the strategy, and strives to take an active part in the PREVENT section of the strategy both at a whole school and at an individual level. PREVENT is a strategy that is also endorsed by Harrow Local Authority.

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation, are aware of

the process of radicalisation and how this might be identified early on, and how to report concerns.

## **Frequently asked questions**

### *What is the Prevent strategy?*

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other causes. How does the Prevent strategy apply to schools? From July 2015 all schools (as well as other organisations) have a duty to safeguard pupils from radicalisation and extremism. This means we have a responsibility to protect pupils from extremist and violent views the same way we protect them from drugs or gang violence. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

### *What does this mean in practice?*

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

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

We will also protect pupils from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils. Different schools will carry out the Prevent duty in different ways, depending on the age of the pupils and the needs of the community.

### *How does Prevent relate to British values?*

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

British values include:

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

### *Isn't my child too young to learn about extremism?*

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger pupils. It is also about teaching pupils' values such as

tolerance and mutual respect. The school will make sure any discussions are suitable for the age and maturity of the pupils involved.

*Is extremism really a risk in our area?*

Extremism can take many forms, including political, religious and misogynistic extremism. Some of these may be a bigger threat in our area than others. We will give pupils the skills to protect them from any extremist views they may encounter, now or later in their lives.

**Definitions of radicalisation and extremism are as follows:**

**Extremism** is defined in the 2011 Prevent strategy as 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Ideology – a set of beliefs

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

**Protection pupils from radicalisation – Advice for parents and carers**

Government guidance sets out the steps that parents and carers can take to protect their pupils from radicalisation and extremism. For example, it suggests that parents and carers should:

- Know where their child is and who they are with
- Know their child's friends and their families
- Allow and encourage debate and questioning on local and world events
- Encourage their child to show an interest in the local community and show respect for people from all faiths and backgrounds
- Know what social media and messaging sites their child use
- Ensure their child understand that people who tell them to keep secrets from family or teachers may be trying to harm them

**Where can I find further information?**

Golden Number (Front Door) 0208 901 2690

Emergency Duty Team (Out of Hours) 0208 424 0999

Local Safeguarding Children Board 020 8424 1147/020 8736 6939

## **Weblinks**

Departmental advice for schools and childcare providers - June 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

Revised Prevent Duty Guidance – 16th July 2015 - HM Government

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

Early Years Foundation Stage - Fundamental British values in the early years, Foundation Years (Adobe pdf file)

[http://www.foundationyears.org.uk/files/2015/03/Fundamental\\_British\\_Values.pdf](http://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf)

Promoting fundamental British values as part of SMSC in schools

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Children and Families Online Policies & Procedures Department for Education (DfE) - [www.gov.uk](http://www.gov.uk)

Harrow LSCB. (including training around Safeguarding and Safer Recruitment)

[www.harrowlscb.co.uk](http://www.harrowlscb.co.uk)

[www.ceop.gov.uk](http://www.ceop.gov.uk)

[www.missdorothy.com](http://www.missdorothy.com)

[www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.ceop.org.uk/thinkuknow](http://www.ceop.org.uk/thinkuknow)

[www.childnet-int.org](http://www.childnet-int.org)

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

[www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

Barnado's

Useful documentation Working Together to Safeguard Children (2018): Statutory guidance on inter-agency working to safeguard and promote the welfare of children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>

Keeping Children Safe in Education, September 2021

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

[www.preventtragedies.co.uk](http://www.preventtragedies.co.uk)

<https://educateagainsthate.com/>

[www.familiesmatter.org.uk](http://www.familiesmatter.org.uk)

Dedicated phone line for Due Diligence and Counter Extremism Group (DDCEG) - 020 7340 7264

Anti-Terrorist Hotline – 0800 789 321

## **APPENDIX 1**

Vaughan Primary School Prevent Duty Risk Assessment/Action Plan No Prevent

## **APPENDIX 2**

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

***PUSH FACTORS*** – factors that push an individual/make an individual vulnerable to extremist messages

- Lack of excitement, frustration
- Lack of sense of achievement – seen as significant 'lack of purpose'/ confidence in the future, life goals
- Lack of an outlet for views
- Gaps in knowledge or understanding of Islam – both young people and their parents
- 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.
- Disaffection with wider societal issues
- Disruptive home life

***PULL FACTORS*** – factors that draw young people into extremist messages

- Charismatic/confident individuals (recruiters)
- Network/sense of belonging
- Broader community views, which enable or do not oppose extremism.
- Persuasive, clear messages. Exploiting knowledge gaps.
- Sense of dignity and importance and loyalty
- Exciting (non-teaching) activities
- Sense of purpose in life

Teacher confidence in many cases 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.

### ***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

### ***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
- 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 young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity
- Other factors
  - Support from senior leaders
  - Pupil support processes