St John's School & Sixth Form College
A Catholic Academy

Preventing Extremism & Radicalisation Policy

1. Introduction

St John's School & Sixth Form College (A Catholic Academy) is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at St John's School know that safeguarding is everyone's responsibility irrespective of whether or not their role has direct contact or responsibility for children.

The governors wish all parents and carers to know that they expect the Headteacher and staff to maintain a caring, respectful atmosphere in the school where the students can feel happy and secure and work to the best of their ability. The governors believe that this atmosphere presently exists in the school.

As "A Learning Community guided by Gospel Values" we endeavor to live out these values. We aim to promote these values by our words and deeds and the gospel values permeate all aspects of our activities. We provide a curriculum which is broad and balanced, recognizing that every student is unique and created in the image of God (Gen 1:27). Our curriculum is designed to enable every student to seek their vocation and to ensure that they are well equipped to follow it as active citizens in service to the world. We believe that Catholic education is the "core of the core curriculum" (Pope St John Paul 11) and the foundation of the entire educational process. We also provide a wide range of extracurricular activities and strong pastoral support for all our students. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to the school's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004*. This Preventing Extremism and Radicalisation Policy is one element within our overall school strategy 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).

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically DCSF 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 of July 2014.

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.

Key Terms:

Extremism is more than simply stubbornness in one's views or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics, and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.

Violent extremism is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends'2. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:
- Foment, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Foment other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred intended to cause violence between communities in the UK.

Radicalisation is the process by which people adopt an extreme position in terms of politics and religion; a violent extremist ideology; or move to violent action in support of their beliefs. The radicalisation process does not follow a single process or pathway and there are no specific stages or steps involved. Radicalisation is often a social process involving interaction with others, however, there are reported cases of individuals self-radicalising. The rate at which a person becomes radicalised can vary greatly. People may become radicalised rapidly, while for others it is a more gradual process. Some may start to become radicalised only to 'stop' at a certain point or continue to become radicalised later.

2. Ethos and Practice

When operating this policy St John's 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 — students, staff or governors, or external sources - school community, external agencies or individuals. Our students 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 students. 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, we provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and are not marginalized.

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 students 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 students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for students and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be 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, e-safety policies have been impact assessed and control measures in place;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, 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;
- Anti-western or Anti-British views.

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

radicalisation.

As a school we have determined "British Values" to be:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect**
- **Tolerance of those with different faiths and beliefs**

As a school we aim to develop and nurture these by:

- Planning a vibrant, engaging Assembly programme with core ethical values and beliefs at its heart.
- A well-structured Citizenship, Social, Moral, Spiritual and Cultural (SMSC) and Personal, Social, Health and Economic Education programme (PSHE) which address all of the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities), example of Pastoral Programmes of Study. Our and Citizenship, SMSC and PSHE education programme will equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Principles and Values of Citizenship and SMSC Education

We believe that Citizenship, SMSC and PSHE should:

- ➢ Develop a student's knowledge and understanding of what constitutes a healthy lifestyle.
- ➢ Promote independent and responsible members of the school and local community.
- ➢ Encourage every student to be positive and active members of a democratic society.
- ➢ Develop self-confidence and self-esteem, and assist students to make informed choices regarding personal and social issues.
- ➢ Develop good relationships with other members of the school and the wider community.
- ➢ Encourage students and teachers to share and respect each other's views.
- ➢ Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment.
- ➢ Recognise that the wider community has much to offer and we aim to work in partnership with relevant professionals and other school partners.
- ➢ Know and understand what constitutes a healthy lifestyle.
- ➢ Enable students to be aware of safety issues.
- ➢ Encourage respect for others regardless of race, gender and mental and physical disability.

- A strong Religious Studies and Ethics programme at every key stage.
- Effective and well-managed School Council enabling students to actively participate in the democratic process.

- A broad and balanced curriculum which addresses many of these core values across a range of subject areas.
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- A Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures).

3. 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 research documents* and Government's guidance toolkits*. *'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students 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, 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 in Appendix 1 taken from the DfE document above 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 and a student centered approach;
- Facilitating a 'safe space' for dialogue, and
- Equipping our students 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 students as defined in OfSTED's School Inspection Handbook and will include the sound

use of assemblies to help further promote the rounded holistic development of our students.

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:

- Open discussion and debate, facilitated through Citizenship, SMSC and PSHE;
- Work on anti-violence and restorative approaches addressed throughout curriculum and the behaviour policy;
- Focused 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 students' experiences and horizons, We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring support through our internal Student Welfare Team. Additionally, if necessary our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

As a 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 students 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 students safe and prepare them for life in modern multi-cultural Britain and globally.

4. Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our students; however we will consistently positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students and provide risk assessments when necessary.

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 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 students;

- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage students 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 and enrichment programme augmented by the use of external sources where appropriate, we will 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.

5. Whistle Blowing

Where there are concerns of extremism or radicalization, Students, Staff and Governors 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 the Chair of Governors).

6. Safeguarding

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

We 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 John's 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 Leads or Headteacher.

Our Safeguarding reporting arrangements are set out fully in our Child Protection and Safeguarding Policy.

The Designated Safeguarding Leads are: Julie Mackenley, Julie Usher, Gavin McIntyre

7. 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 the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will challenge the school's Leadership Team on the delivery of this policy and monitor its effectiveness.

Appendix

Other relevant policies e.g. Child Protection & Safeguarding Policy, Health and Safety Policy Guidelines, Health and Safety Policy and Procedures Document, E Safety Policy, , Risk Assessments.

The health, safety and welfare of everyone who learns or works at St John's are of fundamental importance. We aim to provide a safe, secure and pleasant environment where students and staff are supported to fulfil their potential. The governing body, as an employer, takes responsibility for the health & safety of all our students, members of staff and others who visit our premises.

Review

Governors will review this policy annually.

(July 2015)

Appendix 1: '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	KEY INGREDIENTS	PULL FACTORS – factors that draw young people 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. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training	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**	
Lack of an outlet for views	- 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	Network/sense of belonging
Gaps in knowledge or understanding of Islam – both young people and their parents		Broader community views which enable or do not oppose extremism.
Sense of injustice	**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	Persuasive, clear messages. Exploiting knowledge gaps.
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)	**Teaching practice/pedagody:** - 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	
Exclusion – lack of belonging to peer or community networks, associations etc		
Below the line: factors that are out of scope of this study	- 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	
Disaffection with wider societal issues Disruptive home life	Other factors Support from senior leaders Pupil support processes	Sense of dignity and importance and loyalty Exciting (non-teaching) activities Sense of purpose in life

2014-2015 PSHE Teaching Calendar

Week	Week Beginning		Year 7	Year 8	Year 9	Year 10	Year 11
1	1.9.14	W1	LAUNCH	LAUNCH	LAUNCH	LAUNCH	LAUNCH
2	8.9.14	W2	You and Your Feelings	You and Your Feelings	It's your Choice - Health	Global Challenges	IAG - Step Series
3	15.9.14	W3	You and Your Feelings	You and Your Feelings	It's your Choice - Health	Global Challenges	IAG - Step Series
4	22.9.14	W4	You and Your Body	You and Your Body	It's your Choice - Health	Campaigning for Change	IAG - Step Series
5	29.9.14	W5	You and Your Responsibilities	You and Your Body	It's your Choice - Health	Campaigning for Change	IAG - Step Series
6	6.10.14	Th1	You and Your Responsibilities	You and Your Media	It's your Choice - Health	Social Media	IAG - Step Series
7	13.10.14	Th2	You and Your Time	You and Your Values	It's your Choice - Health	Social Media	IAG - Step Series
8	20.10.14	Th3	You and Your Values	You and Your Values	It's your Choice - Health	You	IAG – Step Series
Half Term Holiday – 1 week							
9	3.11.14	Th4	You and Your Values	You and Your Responsibilities Andy Guest	It's Your Identity	Marriage and Commitment	
10	10.11.14	Th5	You and The Law	PMNW	It's Your Identity	Teenage Parents	
11	17.11.14	F1	You and The Law	You and Your Responsibilities	It's Your Identity	Parenthood and Parenting	
12	24.11.14	F2	You and Other People - RSE	You and Your Responsibilities	It's Your Identity	Challenging Offensive Behaviours	
13	1.12.14	F3	You and Other People - RSE	You and the Law	It's Your Future	Challenging Offensive Behaviours	
14	8.12.14	F4	You and Other People - RSE	You and the Law	IAG – Raising Aspirations	Thinking Ahead	
15	15.12.14	F5	You and Other People - RSE	YOU	IAG – Raising Aspirations	Thinking Ahead	
Christmas Holiday – 2 weeks							

16	5.1.15	M1	New Year , New Me	New Year , New Me	New Year , New Me	New Year , New Me	
17	12.1.15	M2	You and Your Money	You and Your Family	IAG	IAG	
18	19.1.15	M3	You and Your Money	You and Your Family	OPTIONS	IAG	
19	26.1.15	M4	Holocaust Day	Holocaust Day	Holocaust Day	Holocaust Day	Year 11 Exams
20	2.2.15	M5	You and Your Values	IAG – Raising Aspirations	It's Your Choice - RSE	RSE	Year 11 Exams
21	9.2.15	T1	Internet Safety Day	Internet Safety Day	Internet Safety Day	Internet Safety Day	
			Half Term Holiday – 1 week				
22	23.2.15	T2	IAG – Raising Aspirations	IAG – Raising Aspirations	It's your Choice - RSE	RSE	
23	2.3.15	T3	IAG – Raising Aspirations	IAG – Raising Aspirations	It's your Choice - RSE	Managing Finance	
24	9.3.15	T4	IAG – Raising Aspirations	You and Your Family	It's Your Money	Managing Finance	
25	16.3.15	T5	IAG – Raising Aspirations	You and Your Safety	It's Your Money	UK & Global Economy	
26	23.3.15	W1	You	You and Your Safety	It's Your Money	UK & Global Economy	
			Easter Holiday – 2 weeks				
27	13.4.15	W2	You and Your Community	You and Your Time	It's your Media	Mental Health	
28	20.4.15	W3	You and Your Community	You and Your Community	It's your Media	Mental Health	
29	27.4.15	W4	You and Your Money	You and Your Community	It's your Media	Mental Health	
30	4.5.15	W5	You and Your Money	You and Other People - RSE	You and Your Body - Alcohol	Managing Your Time - Studies	
31	11.5.15	Th1	You and Your Opinions	You and Other People - RSE	You and Your Body - Alcohol	Managing Your Time - Studies	
32	18.5.15	Th2	You and Your Opinions	You and Other People - RSE	You and Your Body - Alcohol	IAG – Step Series	
			Half Term Holiday – 1 week				
33	1.6.15	Th3	You and Your Body	You and Other People - RSE	It's Your Britain	IAG – Step Series	
34	8.6.15	Th4	You and Your Body	You and Other People - RSE	It's Your Britain	IAG – Step Series	

35	15.6.15	Th5	You and Your Country	You and Your Country	It's Your Britain	IAG – Step Series	
36	22.6.15	F1	You and Your Country	You and Your Country	It's Your Britain	Year 10 Exams	
37	29.6.15	F2	You and Your Country	You and Your Country	It's Your Britain	Year 10 Exams	
38	6.7.13	F3	You and Your Country	You and Your Country	It's Your Britain	You	
39	13.7.15	F5	Social	Social	Social	Social	

Year 7 to operate a rotation system to visit the library – every 9 weeks a different class will visit meaning in total 4 visits a year

Programme of Study for PSHE.

This outlines the content for each year group. Where the title is coloured purple the students discuss and research the British Values, their own responsibilities regarding tolerance in our communities, a deeper understanding of the global issues of organisations. All resources can be found on the VLE under PSHE and then under each year group.