PLYMSTOCK SCHOOL

Preventing Extremism and Radicalisation Policy

Lead Officer: Designated Safeguarding Lead (DSL)

Date for Review: Winter 2021

This policy is in line with:

- Section 175 of the Education Act 2002, implemented June 2004.
- Working Together to Safeguard Children (July 2018).
- What To Do If You Are Worried A Child is Being Abused; Advice for Practitioners (March 2015).
- Keeping Children Safe in Education (September 2020). See appendix 1.
- The Counter-Terrorism and Security Act (2015).
- Prevent Duty Guidance (April 2021).

1. Introduction

1.1 Plymstock School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Plymstock 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.

1.2 When operating this policy Plymstock School uses the following accepted government definition of extremism, as outlined in the Prevent Duty 2015, 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. We also include in our definition of extremism calls for the death of members of our armed forces".

1.3 We recognise that extremism and radicalisation can arise from many influences. 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 Plymstock 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.

1.4 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.

1.5 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.

1.6 Therefore, at Plymstock School we will provide a broad and balanced curriculum, delivered by qualified 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 not marginalised.

1.7 Furthermore, at Plymstock 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 students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

1.8 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 Policy, Safeguarding Policy, our Staff Code of Conduct and Teacher Standards.

1.9 Where misconduct by a teacher is proven the matter will be referred to the Teacher Regulation Agency (TRA) for their consideration as to whether a Prohibition Order is warranted.

2. Potential warning signs of extremist behaviour and radicalisation

2.1 As part of wider safeguarding responsibilities Plymstock School staff will be alert to:

2.1.1 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

2.1.2 Graffiti, writing, art work or tattoos promoting extremist messages or images

2.1.3 Students accessing extremist material online, including through social networking sites

2.1.4 Parental reports of changes in behaviour, friendship or actions and requests for assistance

2.1.5 Local schools, local authority services and police reports of issues affecting students in other schools or settings

2.1.6 Students voicing opinions drawn from extremist ideologies and narratives

2.1.7   Use of extremist or 'hate' terms to exclude others or incite violence

2.1.8   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

2.1.9   Attempts to impose extremist views or practices on others

2.1.10 Anti-Western or Anti-British views.

3.   Indicators of vulnerability to radicalisation

3.1 Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

3.2 Indicators of vulnerability include:

3.2.1   Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society

3.2.2   Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging

3.2.3   Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

3.2.4   Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life

3.2.5   Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration

3.2.6   Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

3.3   However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

3.4   More critical risk factors could include:

3.4.1   Being in contact with extremist recruiters

3.4.2 Accessing violent extremist websites, especially those with a social networking element

3.4.3 Possessing or accessing violent extremist literature

3.4.4 Using extremist narratives and a global ideology to explain personal disadvantage

3.4.5 Justifying the use of violence to solve societal issues

3.4.6 Joining or seeking to join extremist organisations; and

3.4.7 Significant changes to appearance and / or behaviour

3.4.8 Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

4. Promoting Core British Values

4.1 At Plymstock School, we have determined "British Values" to be:

4.1.2 Democracy

4.1.3 The rule of law

4.1.4 Individual liberty

4.1.5 Mutual respect

4.1.6 Tolerance of those with different faiths and beliefs

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

4.2.1 Planning an engaging assembly programme with core ethical values and beliefs at its heart

4.2.2 A well-structured Life Education programme covering SMSC, PSHEE, Citizenship and British Values)

4.2.3 A strong Religious Studies and Philosophy/Ethics programme

4.2.4 An effective and well-managed Student Leadership Team enabling students to actively participate in the democratic process

4.2.5 A broad and balanced curriculum that addresses many of these core values across a range of subject areas

4.2.6 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

4.2.7 Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community

4.2.8 Having a rigorous commitment to student safety (for example: Child Protection/Safeguarding procedures, Health and Safety procedures, Staff Code of Conduct and Teacher Standards).

5.   Teaching Approaches

5.1   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 across all subjects, including Life Education. We will also adopt the methods outlined in the Government's guidance:

'Teaching approaches that help build resilience to extremism among young people, DfE 2011'.

5.2   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.

5.3   We will be flexible enough to adapt our teaching approaches 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 2** taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

5.3.1   Making a connection with young people through good teaching and a student-centered approach

5.3.2   Facilitating a 'safe space' for dialogue.

5.3.3   Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

5.4   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:

5.4.1   A Life Education programme that incorporates Citizenship education

5.4.2   Open discussion and debate

5.4.3   Work on anti-violence and a restorative approach addressed throughout curriculum and the Behaviour Policy.

5.5   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.

5.6 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. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

5.7 At Plymstock 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 both modern multi-cultural Britain and globally.

6. Use of External Agencies and Speakers

6.1 At Plymstock School we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. This will include 'Googling' a speaker to check that they are not promoting extremist views online.

6.2 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

6.2.1 Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

6.2.2 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

6.2.3 Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

6.2.4 Activities are matched to the needs of students.

6.3 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.

6.4 Therefore, by delivering a broad and balanced curriculum and Life Education programme, supported through 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.

7. Response

7.1 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. The responsibilities of the SPOC are described in this section.

7.2 Staff at Plymstock School will be alert to the fact that **extremism and radicalisation is a safeguarding issue** and 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.

7.3 Therefore, all adults working at Plymstock School (including visiting staff, volunteers, contractors etc.) are required to report instances where they believe a child may be at risk of extremism and radicalisation to the Single Point of Contact (SPOC). In the absence of the SPOC, they should report instances to a Child Protection Officer or the Headteacher immediately, following the school's normal procedures outlined in our Child Protection/Safeguarding Policy.

8. The Single Point of Contact (SPOC) is the Designated Safeguarding Lead.

8.1 Ensuring that staff of the school are aware that he is the SPOC in relation to protecting students from radicalisation and involvement in terrorism

8.2 Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism

8.3 Raising awareness about the role and responsibilities of Plymstock School in relation to protecting students from radicalisation and involvement in terrorism

8.4 Monitoring the effect in practice of the school's RS curriculum and assembly programme to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs

8.5 Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism

8.6 Acting as the first point of contact within the school for professional discussions relating to students who may be at risk of radicalisation or involved in terrorism

8.7 Making appropriate referrals to the Channel Police Practitioner and sharing any relevant additional information in a timely manner.

8.8 However, in the absence of the SPOC, staff can contact any of the **Level 3 trained members of the safeguarding team.** These are:

- **Rob Pearsall** (Headteacher)

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- **Alan Yendall** (Deputy Headteacher)
- **Mark Taylor** (Assistant Headteacher)
- **Sophie Harris** (Head of Year)
- **Cheryle Robb** (Head of Year)
- **Beckie Littler** (Assistant Head of Post-16)
- **Sally Holton** (Assistant Head of Year)
- **Clair Offer** (Assistant Head of Year)
- **Kirsty Davis** (Assistant Head of Year)
- **Sam Smith** (Assistant Head of Year)
- **Fiona Tripp Offer** (Attendance Officer)
- **Karen Fenwick** (SEN Team Leader)
- **Tamsin Summers** (SENCO)
- **Sharon Cambridge** (Office Manager)

8.9 The SPOC and Headteacher have undergone WRAP Training.

8.10 In the event any member of staff becomes aware of a concern outside of normal school hours and is unable to contact the SPOC, Headteacher or additional Child Protection Officers then the following options can be used:

8.10.1 You can contact Devon and Cornwall Police by dialling **101** (the non-emergency number) and request to speak to the **Prevent Team**. They can talk to you in confidence about your concerns and help you gain access to support and advice.

8.11 <u>If a child is in immediate danger, please call the Police using the emergency 999 number.</u>

8.12 Referrals can be made to the **Police Prevent Team** during office hours on 01392 225130, contact email address: Prevent@devonandcornwall.pnn.police.uk

8.13 The **Department for Education** has **dedicated a telephone helpline (020 7340 7264)** to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by **email** to counter.extremism@education.gsi.gov.uk Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

9. Risk reduction

9.1 The school governors, the Headteacher and the Senior Child Protection Officer and SPOC will assess the level of risk within the school and put actions in place to reduce that risk.

9.2 Risk assessment may include consideration of the school's curriculum, key policies (inc. Behaviour and E-Safety), the assembly programme, visiting speakers, the use of school premises by external agencies, and any other issues specific to the school's community and ethos. **The risk assessment can be viewed in Appendix 1.**

9.3   The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

9.4   This risk assessment will be reviewed as part of the annual report to governors

10. Whistleblowing

10.1   Where there are concerns that the school is not acting on or dealing with incidents of extremism or radicalisation – students, staff and governors are encouraged to make use of our internal systems to Whistleblow or raise any issue in confidence.

10.2   They must inform the Headteacher straight away (or if it relates to the Headteacher inform the Chair of Governors)

11. Role of Governing Body

11.1   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.

11.2   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.

11.3   In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2020' the governing body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

12. Review

12.1   Governors will review this policy and risk assessment annually. However, safeguarding data and any key incidents are discussed with governors at each committee meeting.

12.2   **Appendix 1: KCSIE 2020**

13. Preventing radicalisation

13.1   Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

13.1.1 Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

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

13.1.3 Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

13.2 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

13.3 However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

13.4 The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

14. The Prevent duty

14.1 All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

14.2 The Prevent duty should be seen as part of schools' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

15. Channel

15.1 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

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15.2   Guidance on Channel is available at: Channel guidance.

16. Additional support

16.1   The department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

16.2   The Home Office has developed three e-learning modules:

16.2.1   Prevent awareness e-learning offers an introduction to the Prevent duty.

16.2.2   Prevent referrals e-learning supports staff to make Prevent referrals that are **robust, informed** and with **good intention.**

16.2.3   Channel awareness e-learning is aimed at staff who may be asked to contribute to   or sit on a multi-agency Channel panel.

16.3   Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

16.4   The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Hazard	Risk rating	Who is at risk?	List of existing strategies	Identify additional precautions needed and date for completion
The Plymouth Counter Terrorism Local Profile identifies several extremism risks within the city including those from far right groups and religious extremists. In 2014/15 there were 41 Prevent Referrals made in the city of Plymouth (Mostly male – approx. 50% White and 50% BME) Plymstock School identifies the following potential hazards to our students: Students being drawn into religious extremism.	Low.	All students are potentially at risk but Plymstock School has identified specific students at risk. These include those students with… **Identity Crisis** – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society. **Personal Crisis** – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging. **Personal Circumstances** – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of government policy. **Unmet Aspirations** – the student may have perceptions of injustice; a	All staff, including those that are temporary, or volunteers are subject to an Enhanced DBS check and are recorded on the Single Central Record. The chair of the governors' personnel committee monitors the Single Central Record frequently. Safer Recruitment procedures are followed. Every interview panel contains a governor trained in Safer Recruitment. All staff must wear a photo ID badge at all times on the school site. All visitors must sign in at reception and display a visitor badge. Unless sanctioned by the Headteacher or Deputy Headteachers, a member of staff must meet all visitors. A member of staff accompanies all visitors to the school, particularly those leading assemblies or small group sessions. Preventing radicalisation and extremist views guidance is covered in the Preventing Extremism and Radicalisation Policy, which has been made available to and discussed with all staff. Warning signs and procedures for dealing with suspected incidents are covered in the above policy and referred to in the	All staff to complete Prevent General Awareness E-Learning Module provided through Hays Online Safeguarding **every September**. DSL and other DDSLs to complete WRAP refresher training as and when necessary.

		feeling of failure; rejection of civic life.	Staff Handbook and the Child Protection / Safeguarding Policy.	

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Students being drawn into far right ideologies	Low.	**Experiences of Criminality** – which may include involvement with criminal groups or imprisonment.	All staff undertake safeguarding training each September that covers radicalisation and extremism. This is supported by an online learning course and clear guidance on policies and procedures.	
Students being exposed to extremist content online.	Low in school but med risk at home.	**Special Educational Need** – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.	Plymstock School has four Level 3 qualified Designated Safeguarding Officers who are fully trained in safeguarding procedures and working together with external agencies.

The Year 7 Community Cohesion Week, run in conjunction with the Devon and Cornwall Police's Diversity Team, each July exposes students to the diverse people and cultures in the local community.

Core British Values are actively promoted throughout the school through our broad and balanced curriculum, our Life Education/Citizenship programme and our assembly programme.

The school is actively engaged in the Face to Faith Programme that links our students to cultures and communities across the world to promote tolerance and understanding.

Students are encouraged to debate and evaluate controversial viewpoints through the school's RS, Philosophy and Ethics curriculum.

The school's Behaviour Policy clearly outlines the actions taken to deal with | |

			discriminatory, racist, homophobic and faith based incidents.	
			There is an Acceptable ICT Use Agreement in place for all adults and students in the school.	
			The Life Education Programme supports students to adopt strategies to keep themselves safe.	
			Plymstock School's computer network is filtered by Lightspeed so as to ensure students are not exposed to inappropriate materials, in this case access to extremist ideas.	
			The school provides an annual Parents' Esafety Evening and additional resources through the school website to highlight potential dangers online, including those from extremist ideologies.	
			The students are encouraged to adopt safe practices and assess risks online through ICT curriculum, Life Education programme and the assembly programme.	
			The school has a well-established system for students to report concerns and seek support guidance, highlighted through our 'Keep calm and go to the Hub' campaign.	

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		Network/sense of belonging
Lack of an outlet for views		Broader community views that enable or do not oppose extremism.
Gaps in knowledge or understanding of Islam – both young people and their parents	**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	Persuasive, clear messages. Exploiting knowledge gaps.
Sense of injustice		
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)	**Specific knowledge:** - Understanding other cultures and religions as well as alternative values a and beliefs (whilst being careful to avoid 'othering') - Knowledge of an alternative values framework	
Exclusion – lack of belonging to peer or community networks, associations etc		
Below the line: factors that are out of scope of this study	**Teaching practice/pedagody:** - Boosting critical thinking (seeing through propaganda, singular messges 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	
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

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
Summer 2019	**Policy review**	**Headteacher**	**Summer 2018**	**Annual Review**
Winter 2020	**KCSIE 2019 reference updated to 2020**	**Headteacher**	**September 2020**	**Annual Review**
Summer 2021	**Safeguarding Leads list updated, Date for review updated. Prevent Duty Guidance updated to April 2021**		**Summer 2021**	**Winter 2021**

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