



Preventing Extremism and Radicalisation Policy

Date Policy due to be reviewed: July 2025, or as required

KEY Contacts

To Speak to someone about a young person displaying extremist behaviour:

CONTACT Devon's 'Front Door' on 0345 155 1071 or email mashsecure@devon.gov.uk

DEVON and CORNWALL POLICE - 999

Section 1 – Introduction

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

'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm' (Home Office, Prevent Strategy – June 2015)

In adhering to this policy, and the procedures therein, staff and visitors will contribute to St John's delivery of the outcomes to all learners, as set out in s10 (2) of the Children's Act 2001. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to safeguard and promote the welfare of all learners in line with our statutory duties set out at s175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE publication 'Keeping Children Safe in Education 2024', 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', Peter Clarke's Report (July 2014), the 'Counter-Terrorism and Security Act' (2015) and the 'Prevent Duty Guidance' (Sept 2023).

We recognise that the Board of Directors has a responsibility to pay 'due regard to the need to prevent people being drawn into terrorism' (Counter Terrorism and Security Act, 2015) and ensure the school has a 'clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism'.

Links to other policies

The Preventing Extremism and Radicalisation Policy links to the following St John's School policies:

- Safeguarding policy
- Equal Opportunity Policy
- Anti-bullying Policy
- Behaviour Management Policy
- E-Safety (Acceptable Use) Policy



Objectives

The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. There are different forms of extremist organisations in the UK and the world, e.g., Daesh / ISIL (Islamic State), Al-Qaeda, Boko Haram, English Defence League, Britain First, Blood and Honour, Animal Rights extremist groups such as SPEAK, Irish Republican Army (IRA), Anti-Abortion groups, to name but a few.

We recognise that we are well placed to be able to identify safeguarding issues linked to the dangers of extremist views and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All staff are able to identify children who may be vulnerable to radicalisation and respond by following whole school safeguarding procedures with immediate effect.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; learning about key British values to build resilience against these views and knowing what to do if they experience them.
- All pupils have a 'safe space' in which they can discuss and understand sensitive issues, including terrorism and extremist ideology.
- All members of staff follow guidance to prevent political indoctrination and ensure pupils receive a balanced presentation of political issues.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Section 2 – Definitions

When operating this policy St John's School uses the following accepted Governmental definition of radicalisation and extremism which is:

Radicalisation – 'the process by which a person comes to support terrorism and forms of extremism leading to terrorism' (Prevent Strategy)

Extremism – 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect tolerance of different faith and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas' (Prevent)

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.



'Terrorism' is given in the Terrorism Act 2000 (TACT 2000). This defines terrorism as 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.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

However, holding extremist views and/or demonstrating extremist behaviour does not mean an individual is being radicalised or engaged in terrorism. Therefore, the focus is on extremist views and behaviours that may be or are causing harm, as opposed to a focus on extremist views and behaviours that 'society' may disagree with, but are not causing harm.

Section 3 - Role of the Board of Directors

The Directors of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Directors, including their statutory safeguarding duties. The Board of Directors 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, 2024' the Directors will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness. The School will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made. Directors will ensure the school fully adheres to the 'No Platform' guidance to make it transparently clear to all external agencies using the school site do not use the site or school resources to promote extremist views or co-ordinate extremist activities.

Section 4 - Ethos and Practice

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or directors, or external sources – school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

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

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking to challenge and debate in an informed way.

At St John's School, we will provide a broad and balanced curriculum so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

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



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discriminatory, prejudiced or extremist, including using derogatory language. As part of our whole school e-safety programme we highlight the potential risks pupils may face in relation to on-line radicalisation and encourage students to report any concerns they may have for themselves or other students either to their Form Tutor, Teachers, Designated Safeguarding Lead or school counsellor.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Management Policy for pupils and the Code of Conduct for staff.

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 learners may experience elsewhere may make it harder for them to challenge or question these radical influences. This guidance and support will be delivered through the whole school curriculum. We will ensure that all of our support and approaches will help our pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will develop strategies and staff training to ensure that all 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 and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. We will facilitate the following principles; making a connection with young people through positive engagement and a pupil-centred approach; facilitating a 'safe space' for dialogue to ensure pupils feel safe and comfortable talking about their feelings and views on a wide range of social, political, religious and cultural issues; equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

All forms of political indoctrination are forbidden and teaching staff will endeavour to provide a balanced presentation of political issues.

Therefore, this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils. We recognise the importance of guiding students to be intolerant of all forms of extremism, i.e. violent animal rights extremism, political extremism.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using an approach that includes:

- Open discussion and debate;
- Work on anti-violence and a restorative approach to conflict resolution;
- Targeted programmes led by external providers;
- Cross-curricular thematic programmes.

We will also work with local partners, families and communities in our effort to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.



Section 5 – Warning signs and indicators of radicalisation (Taken from Prevent Duty Guidance: England & Wales, HM Government Sept 2023)

Staff Safeguarding CPD through 'Prevent training' is focused on ensuring all members of staff can identify signs of radicalisation.

There is no such thing as a 'typical extremist': those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. 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. Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; 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 pupil'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 pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse;
- Peer pressure;
- Influence from older people or via the Internet;
- Bullying;
- Domestic violence;
- Race/hate crime.

Through weekly safeguarding meetings information is shared on targeted pupils and appropriate external support accessed as necessary.

There is no single way of identifying a pupil who is likely to be susceptible to terrorist ideology. As part of wider safeguarding responsibilities staff will be alert to:



- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school such as in their homes or community groups, especially where pupils have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Pupils accessing extremist material online, including through social networking sites;
- Distributing extremist literature and documentation;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services and police reports of issues affecting pupils in other schools or settings;
- Pupils voicing opinions drawn from extremist ideologies and narratives;
- Changes in behaviour which could indicate that they are in need of help or protection;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Prejudice related ridicule or name calling;
- Condoning or supporting violence towards others;
- Intolerance of difference, whether secular or religious or, in line within 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;
- Use of extremist language:
 - 'Dawlah' – term used by ISIL to refer to the 'Islamic state'
 - 'Jihad' – means 'struggle' or 'violence'
 - 'Caliphate' – ISIL supporters describe the territory they control in Iraq / Syria
 - 'Mujahid' – someone who wants to fight as part of the 'Jihad'
 - 'Shahada' – refers to someone considered to be a martyr
 - 'Kuffar' – a term used by ISIL to describe non-Muslims
 - 'Ummah' – the phrase is used by ISIL to refer to the 'world community of Muslims'
 - 'Rafidha' – word used by ISIL to refer to those who refuse to accept the Islamic state
 - Evidence of association with different extremist groups, i.e. – UK right-wing groups:
 - English Defence League
 - Combat 18
 - Young Patriots



- Christian Patrol
- Blood and Honour
- Britain First
- National Action

In conclusion, we will closely follow any locally agreed procedure as set out by the Local Authority and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Section 6 - Curriculum

At St John's School, we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect and to respect one another and to respect and tolerate differences, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multicultural Britain and globally.

Students at St John's School come from all over the world and we aim to instil the British values outlined by our Government in all students, so that they all understand what the people of our society see as being important and what we feel is right and wrong. Through our curriculum we actively promote a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities and freedom. British values permeate throughout the school curriculum and support the development of the whole child. We embrace the belief that at the heart of a modern ever changing, multi-cultural and multi-faith community is the acceptance of key British values which it is its responsibility to promote. In doing so, our learners will be able to grow as individuals and citizens in the community and country in which they live. We believe that this is something not only achieved through the curriculum but through the school's core values and ethos as well as its provision for students beyond formal lessons.

Therefore, by delivering a broad and balanced curriculum, PSHE, assembly themes and tutor time, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also help pupils develop the critical thinking skills needed to engage in informed debate.

The Ajebo report 'Identity and Diversity: A Curriculum Review' (DCSF 2014) highlighted that 'engaging pupils in sometimes controversial but deeply relevant issues will excite them, involve them, develop their thinking skills and both raise standards and make our country an even better place'. Effectively addressing controversial issues will also help to challenge misinformed views and perceptions amongst pupils, challenge commonly held 'myths' and build understanding and appreciation about others. This requires:

- questioning techniques to open up safe debate;
- confidence to promote honesty about pluralist views;



- ensuring both freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue;
- affirming the multiple dynamic identities we all have.

Our curriculum and ethos reflects the government's definition of "British Values" in its "Prevent Strategy":

Democracy

The principle of democracy is consistently being reinforced at St John's School, with democracy processes being used for important decisions within the school community, for instance, elections being held for the Student Council Representative and House Captains. The principle of democracy is also explored in the History and Religious Studies curriculum as well as in form time and assemblies.

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at St John's School. Students are taught the rules and expectations of the school which are highlighted by the student code of conduct and student behaviour expectations. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and other Services reinforce this message.

Respect is a strong part of St John's and is part of its Mission Statement & Values. Students learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments. Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

Tolerance of those of different faiths and beliefs. This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Students benefit from a number of international visitors, including students from other continents and cultures. Additionally, students are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year.

Section 7 - The use of ICT

We strongly recognise the risk posed to our students of on-line radicalisation, as extremist organisations including ISIL and the EDL, seek to radicalise young people through the use of social media and the internet. For example, research shows that ISIL propaganda includes images and videos that present the group as an exciting alternative to life in the West in order to attract young people. The propaganda claims it is the duty of Muslim men and women in the West to join the fight against the West, resulting in the recent increase in 'lone attackers' who have carried out attacks in London, Manchester, Paris, Stockholm and Brussels. Similarly, far right extremist groups in the UK, such as EDL, Britain First and Combat 10, use social media sites to coordinate protests and attacks against Mosques. As a result, there has been an increase in the number of women joining, for example, the Angels Division of the EDL.



To combat this online threat we use filter software and monitor student online behaviour when required. IES/SEK updates the monitoring and filtering systems regularly to ensure all updated terminology and trigger words are incorporated into the system.

The Head and DSL are notified of any inappropriate behaviour and appropriate steps are taken as required.

This may involve speaking to the student, contacting parents, setting up a mentoring programme or making a direct referral to Devon and Cornwall police at www.gov.uk/report-terrorism based on the seriousness of the incident.

Our staff training ensures all staff are fully aware of the risks posed by the online activity of extremist and terrorist groups. E-safety is a key aspect of the school curriculum and equips pupils to stay safe online, both in school and outside.

E-safety is also delivered in other subjects, the PSHCE curriculum and in our whole school assembly programme.

Section 8 - Use of External Agencies and Speakers

At St John's School, we encourage the use of external agencies or speakers to enrich the experiences of our learners. We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion, politics, culture or other ideologies;
- Activities are matched to the needs of pupils;
- Activities are carefully evaluated by the school to ensure that they are effective.

Section 9 – Safeguarding

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding duties. The school follows the guidance outlined by the Devon Safeguarding Children Partnership. Although serious incidents involving radicalisation have not occurred at St John's School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city (Exeter) and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. Staff at St John's 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 pupils may be at direct risk of harm or neglect. For example; this could be due to a pupil displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff being aware of information about a pupil's family that may equally place a young person at risk of harm. (These examples are for illustration and are not definitive or exhaustive). As part of our pastoral whole-school meetings staff have the opportunity to complete a CPOMS entry, to report any unusual forms of behaviour that may identify a potential safeguarding risk.



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 young person may be at risk of harm, linked to radicalisation, to the Designated Safeguarding Lead.

Section 10 – Reporting concerns about extremism and radicalisation

After a concern has been raised to the Safeguarding team, the DSL will complete the 'Extremism ScreeningTool'

(<https://www.preventingexploitationtoolkit.org.uk/report-your-concerns/report-safety-and-welfare-concerns/>) and consider the following questions when establishing the level of risk and focus for a referral to Devon and Cornwall Police. There are three sets of risk indicators included in the screening – high, medium and low. A case may involve risks at all three levels.

Faith / ideology

- Are they new to a particular faith / faith strand?
- Do they seem to have naïve or narrow religious or political views?
- Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?
- Have there been specific examples or is there an undertone of 'Them and Us' language or violent rhetoric being used or behaviour occurring?
- Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?
- Are there particular grievances either personal or global that appear to be unresolved / festering?
- Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

- Is there conflict with their families regarding religious beliefs / lifestyle choices?
- Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?
- Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?
- Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?
- Have they got / had extremist propaganda materials (leaflets etc.) in their possession?
- Do they associate with negative / criminal peers or known groups of concern?
- Are there concerns regarding their emotional stability and or mental health?
- Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors



- What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? For example, mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life, etc.
- Is there any evidence of others targeting or exploiting these vulnerabilities or risks?
- What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? For example, positive family ties, employment, mentor / agency input etc.

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity?
- Has the child/young person used documents or cover to support this?

If the DSL considers it appropriate to refer the concern to Devon and Cornwall Police, the 'Extremism Screening Tool' (see attached) will be sent along with the statutory 'Request for Support Form'. Both forms will be completed as they cover the wider concerns and protective factors around the pupil and the family.

Devon and Cornwall Police, together with social workers and team managers, will use the information contained in both documents to decide the level of risk involved and the relevant support required by the pupil and family. The Devon Safeguarding Children Partnership will share relevant referrals with extremism concerns with the Police who will decide when this needs to be passed onto Prevent.

As with any child protection referral, staff are made aware of their right to refer a concern to the appropriate external agency if they are concerned the DSL has decided not to refer a concern to the authorities. Referrals can be made directly to Devon and Cornwall Police as outlined in the Child Protection policy or directly to MASH. If you see or suspect something, you can also report it by phoning the confidential

Anti-Terrorist Hotline on 0800 789 321

We will actively support Devon and Cornwall Police/'Front Door' or any multi-agency interventions in any support deemed necessary.

Channel programme

Channel is a multi-agency partnership helping to safeguard individuals who are vulnerable to radicalisation, regardless of faith, ethnicity or background. This is similar to the way in which individuals at risk from involvement in crime, drugs and other social issues are supported. By providing support to



those most at risk, they can be diverted away from potential threats that might draw them into criminal activity.

Channel has access to a variety of support packages and interventions appropriate in working with risks of extremism that include:

- Mentoring support providing personal guidance including addressing extremist ideologies, religious interpretations;
- Developing life and social skills, for example dealing with peer pressure;
- Anger management sessions;
- Cognitive behavioural therapy to support attitudes and behaviours;
- Constructive leisure activities;
- Education and training activities;
- Careers focused activities;
- Family support including relationships and skills work;
- Support with physical and/or mental health;
- Housing support;
- Drug and alcohol support.

Section 11 - Engagement with Parents / Carers

We will engage with parents / carers as part of our work as we recognise the important role they have in helping us to spot signs of radicalisation. If a safeguarding concern is referred by another student or a member of staff, the DSL will contact the parents / carers immediately to invite them into school to discuss the concerns. This will, however, depend on the nature and seriousness of the referral. We will support and advise families who raise concerns and signpost them to the appropriate support services. For example, 'Families against Stress and Trauma' (FAST) has created an on-line guide for parents on the dangers of radicalisation. Guidance for parents / carers is accessible via the internet (FAST, CHANNEL and THINKUKNOW).

If, under exceptional circumstances, we feel that it is not in the child's best interest to notify their parents / carers of our concerns, we will refer directly to Devon and Cornwall Police without informing parents / carers. For example, where gaining consent may put the child and/or others at an increased risk, or where a delay in information sharing may increase risk of harm. We will make contact directly with Devon and Cornwall Police if we have concerns about the threat of radicalisation posed by other family members and seek advice from them to see if any other family members are known to the PREVENT team.

As part of our admissions process, parents / carers are asked specific questions about previous and current safeguarding issues. Before taking a student on roll, an Information Request Form is sent to the student's previous school, requesting specific information on any past and present safeguarding risks.

When the family is newly arrived in the UK we request that parents / carers provide a copy of the child's birth certificate and passport. Key documentation (ie - Home School Agreement, Acceptable Use



Policy, School Prospectus) has been updated to make explicit reference to the importance of the relationship between the school and parents / carers to protect children from radicalisation.

Section 12 – Training

Whole school in-service training on Safeguarding will be organised for staff and governors on an annual basis and will comply with the prevailing arrangements agreed by the Local Authority. The annual staff training now provides specific guidance on extremism and radicalisation and its safeguarding implications. Information is provided to staff as part of our safeguarding training programme (PREVENT) to allow staff to identify possible changes in student behaviour that may suggest the student has become influenced by extremist ideology. This may include changing their style of dress, loss of contact with traditional groups of friends, using insulting or derogatory language to describe groups opposed by extremists or evidence the student may have recently joined a gang in the local community.

Staff training will also provide staff with information on factors that may make young people want to be radicalised, i.e. status, identity, sense of belonging, neglect in the family, re-dress some form of injustice, excitement, adventure, political motivation, moral motivation, family / other friends involved in extremist activities. Training will also focus significantly on the possible impact of extremist views on the young person once they have been radicalised, i.e. over-identification so that extremist views become the norm, development of an 'us and them' thinking and dehumanising the perceived enemy.

Annual safeguarding training reinforces the message that staff should never attempt to impose their political or religious views and beliefs on students under any circumstances. The school will use internal systems to deal with any member of staff trying to use their position of trust to influence the views of young people at St John's.

Section 13 - Recruitment (read in conjunction with Recruitment policy)

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow national guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level (i.e. links with extremism), that references are always received and checks and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our college's character and ethos.

We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

SCREENING TOOL

Appendix 1: Prevent Duty Extremism Screening and Assessment Prompt Sheet



Purpose: This is an additional tool to be used by referring agencies, Family Support workers and Social Workers to support practitioners to think around and fully articulate the nature of extremism issues involved with CYP and their families.

Relationships and networks Views and Behaviours Well Being Disengaged

- Absence from school or NEET, home schooling
- Dysfunctional family
- Isolated from family and/or social life/friends
- Only spends time with new contacts or friends and rejects others
- Hides new lifestyle, allegiance and/or beliefs from family and friends Family
- Family history of child protection issues
- History of family members holding extreme views, undertaking violence acts based on extreme views and/or arrests under the Counter Terrorism and Security Act Contact with extremist influences
- In contact with groups/networks known to be violent extremists online or physical contact
- Has contact with people who have travelled to conflict zones
- Has contact with family, friends, gangs or others who are linked to extremism
- Expresses support for extremist groups

Actions and violence

- Desire and/or plans to travel to conflict zones
- Plans and/or commits violent or hateful acts inspired by an ideology or extremist cause
- Takes part in extremist activities
- Encourages others to support violent extremist causes
- Legitimises the use of violence to defend an ideology
- Insistently preaches religious and ideological ideas to others
- Refuses to take part in group activities or interact with individuals based on the latter's religion, ethnicity, gender, sexual orientation or other discriminatory factors
- Sudden changes in habits
- Displays symbols of affiliation or support associated with extremist groups
- Adopts physical signs to express new identity (e.g. clothes, haircut, tattoos)
- Unsupervised access to the internet; Access to extremism material - online and/or physical Beliefs
- Converts or adopts new religious, ideological and/or political beliefs
- Expresses hatred for other groups
- Reinforces beliefs through regular use of violent extremist forums or sites

Unhealthy behaviours

- Drugs misuse
- Alcohol misuse
- Self-harming, eating disorders, suicide attempts
- Challenging behaviour, aggression



Psychological state

- Mental health
- Lack of self-esteem
- Lack of belonging
- Expresses strong need for excitement or adventure
- Easily controlled or controlling of others
- Paranoia or extreme mistrust of others
- Drawn to conspiracy theories or discourse
- Becomes obsessed with end of the world or messianic views
- Grievance or sense of injustice and desire to correct these
- Lack of trust in authorities
- Sense of victimisation and rejection – being singled out

Relationships and networks Views and Behaviours Wellbeing

- Contact with other vulnerable people

Grooming

- Multiple unknown callers
- Accompanied to appointments with unknown adult that causes concern
- Evidence of grooming including unexplained amounts of money, expensive clothes or other items
- Has relationship with controlling individual which might involve physical and/or emotional abuse
- Attends vulnerable locations where extremist views are influential
- Limited understanding of theological and/or political issues
- Expresses polarised views of the absolute truth
- Rejects rules and regulations of organisations based on ideological, political or religious beliefs
- Argues avidly to defend belief