



TWO RIVERS  
HIGH SCHOOL



# Preventing Extremism and Radicalisation Safeguarding Policy

## Two Rivers School

<b>Last Review Date:</b>		Spring Term 2024
<b>Next Review Date:</b>		Autumn Term 2024
<b>Committee:</b>		Full Local Governing Board
<b>Review Cycle:</b>		1 YEAR
<b>Statutory Policy:</b>		No
<b>Date</b>	<b>Version</b>	<b>Reason for change</b>
07/11/2022	V1.0	New Policy Drafting – Two Rivers School Policy
21/09/2023	V2.0	Scheduled Review
28/02/2024 (C&L)	V3.0	Change of information around referral

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is available to all staff (including temporary staff and volunteers) via the induction process. In addition, all staff are provided with Part One of the statutory guidance: [Keeping Children Safe in Education 2023](#)

This policy will be reviewed in full by the Local Governing Board on an annual basis. This policy was last reviewed and agreed by the Local Governing Board on 21 September 2023 and reviewed on 28 February 2024 by the Curriculum and Learning Local Governing Committee.

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## **1. Purpose and aims:**

All schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty and is part of our schools’ wider safeguarding obligations.

The Prevent Strategy is part of the overall counter-terrorism strategy, CONTEST. This aims to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. There are 3 elements:

1. Ideology – challenging ideology that supports terrorism and threats
2. Individual – preventing people being drawn in to terrorism by ensuring appropriate advice and support.
3. Institution – supporting sectors and institutions where there are risks of radicalisation.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation. Staff need to recognise that radicalisation ‘could happen here’, so they will work with professional organisations to ensure that our pupils are safe from harm.

All staff and governors at Two Rivers understand what radicalisation and extremism are, and the reasons for being vigilant in school.

## **2. Ethos and culture**

Two Rivers is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working at Two Rivers Schools 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.

All staff seek to protect pupils against all extremism including, but not limited to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. Our school is also aware of the increased risk regarding the exploitation of vulnerable people, to involve them in terrorism or in activity in support terrorism. The normalisation of extreme views may also make pupils vulnerable to future manipulation and exploitation.

Exploitation and radicalisation will always be viewed as a safeguarding concern. Staff know that should they have any concerns, they should speak to the Designated Safeguarding Lead (DSL) as soon as is possible. A decision will then be made as to the next steps to be taken, which may involve contacting local services specific to Prevent.

### 3. Legislation, guidance & links to other policies

This policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out in Section 175 of the Education Act 2002 and should be read in conjunction with the Safeguarding Policy.

This Policy also draws upon the guidance contained in [Prevent Duty Guidance 2023](#), [Making a Referral to Prevent guidance](#), and [KCSiE 2023](#).

This policy links to the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Promoting British Values
- Behaviour Policy (including Anti-bullying)
- Online Safety Policy

### 4. Key Terms

**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.

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

**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.

**Vulnerability** within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation. Increased vulnerabilities could include:

- Having absence of protective factors, or a lack of local identity
- Low mental health
- Personal / family experiences
- Victims of physical / sexual abuse
- Addictions to drugs or alcohol
- Learning difficulties
- Financial hardship
- Grievance against a political regime or movement
- A misinterpretation of religion.

## **5. Indicators of Radicalisation**

Examples that a pupil may be engaged in an extremist group, cause or ideology, could include:

- The individual suddenly coming into money
- Expressing views in something they have had no previous interest in
- Secretive behaviour
- An introvert becoming an extrovert (this can work in both ways)
- Sudden changes in the way they dress
- Tiredness in class
- Unwarranted and aggressive behaviour
- Changes in friendship groups
- Becoming insular and distancing themselves from friends and social groups
- Reading politically motivated books and articles that they had no prior interest in

## **6. Local Context**

Two Rivers are aware that issues within Staffordshire relate to Islamist Extremism, Extreme Right-Wing Terrorism and Right-Wing Extremism. Specifically to the local area, Right Wing Extremism is a concern and proportionally higher than other areas within Staffordshire, as are Prevent referrals overall. Persons under the age of 18 are referred more than other age groups to Prevent, due to the work completed within schools.

## **7. Recruitment and Staff Conduct**

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

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools' character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Referrals to the Staffordshire LADO Service will be made when appropriate as per statutory guidance and our Safeguarding Policy.

## **8. Staff Training**

All staff, including temporary staff, and volunteers receive an induction, including the schools' safeguarding policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism. Please see Appendix A – Risk Assessment.

All staff at Two Rivers are trained in safeguarding annually and staff also complete the Home Office Prevent training. There are also e-updates from the DSL, relating to extremism and radicalisation.

Designated Safeguarding Leads and other senior leaders familiarise themselves with the Prevent Duty Guidance 2023, especially paragraphs 141-210, which are specific to Education.

## **9. Pupil Education**

Two Rivers provides a safe environment for all students, allowing for debate, decision-making and respect. We promote spiritual, moral, social, and cultural development, along with fundamental British Values. Assemblies allow pupils to reflect upon current topics and world events and issues. We aim to develop resilience in our pupils, along with pupils feeling able to challenge should the pupil recognise something is not quite right.

All staff will strive to eradicate myths and assumptions that could lead to a pupil becoming alienated and disempowered. In our schools this will be achieved by good teaching, primarily via PSHE; but also, through our approach to SMSC and British Values.

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

- Citizenship and PSHE programmes (Living in a wider world, Relationships and Health and Wellbeing for Year 7/8 and Emotional Wellbeing, SRE, Personal Safety, Introduction to Diversity, Prejudice and Discrimination for Years 11+)
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focussed educational programmes
- Supportive sessions with PCSOs

We will also work with local partners, families, and communities in our efforts to ensure our schools understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities.

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

## **10. ICT Policies**

Statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Two Rivers ensure that suitable filtering and monitoring is in place. Pupils attempting to access extremist materials will be locked out of the internet by the filter system. Names of pupils attempting access will be directed to the Designated Safeguarding Lead who will take appropriate action which may include contacting Prevent. Parents will be informed. Internet safety is integral to our ICT curriculum and is also embedded in the curriculum.

## **11. External Visitors**

### **Visitors to school:**

All visitors to school are expected to sign in and out via the online portal. Visitors cannot gain entry to the school until they have done so.

Once signed in the visitor will receive a lanyard. If the visitor has not shown a DBS check, they will be escorted at all times whilst on the school site.

### **External Speakers:**

An external speaker is anyone who is not a learner nor a member of staff, when delivering learning to our students or staff, be that in person or via online methods, including those pre-recorded.

External speakers are still subject to this Prevent Policy. The provider is responsible for what they plan and deliver, including the materials they use.

To safeguard our students, all external speakers will be expected to sign and agree to the following code of conduct:

- Must not incite hatred, violence or call for the law to be broken.
- Are not permitted to encourage, glorify, or promote any acts of terrorism, including individuals, groups or organisations that support such acts.
- Must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony.
- Must not discriminate or harass any person or group on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- Are not permitted to raise or gather funds for any external organisation or cause without permission from the Headteacher.



All materials will be checked by the member of staff organising the activity, prior to the delivery of the information.

### **Community Events and Classes:**

There are times when external organisations will use the facilities at Two Rivers. The same conduct as section 10 is relevant for such organisations. The schools' facilities will not knowingly be hired out to organisations which promote ideologies that could align with extremism, terrorism, or hate.

Two Rivers will ensure that such groups:

- Ensure all visitors comply with the relevant signing in/registration procedures.
- Know the contact details for the schools' DSL, and there is an agreement to make the DSL aware of any safeguarding concerns, including those relating to Prevent.

### **12. What happens if we have a concern?**

Our schools have a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this is the DSL.

The SPOC for Tamworth is contacted via [prevent@tamworth.gov.uk](mailto:prevent@tamworth.gov.uk)

If it is an emergency, the DSL will call [999](tel:999).

Prevent Advice & Guidance Email: [prevent@staffordshirepolice.uk](mailto:prevent@staffordshirepolice.uk) which allows to liaise with staff to discuss concerns and make a decision regarding next actions, on a case-by-case basis.

The Prevent Co-ordinators for Staffordshire can be contacted via: Tel: 01785 232054 Email: Sergeant Sam Cartlidge ([Samuel.cartlidge@staffordshire.police.uk](mailto:Samuel.cartlidge@staffordshire.police.uk) or PC 5578 Alice Hawkins ([alice.hawkins@staffordshire.police.uk](mailto:alice.hawkins@staffordshire.police.uk))

Prevent Referral Forms to be emailed to:  
<https://www.staffordshirepolice.uk/prevent>

The national police Prevent advice line is also available [0800 011 3764](tel:08000113764), in confidence, to share your concerns with our specially trained officers.

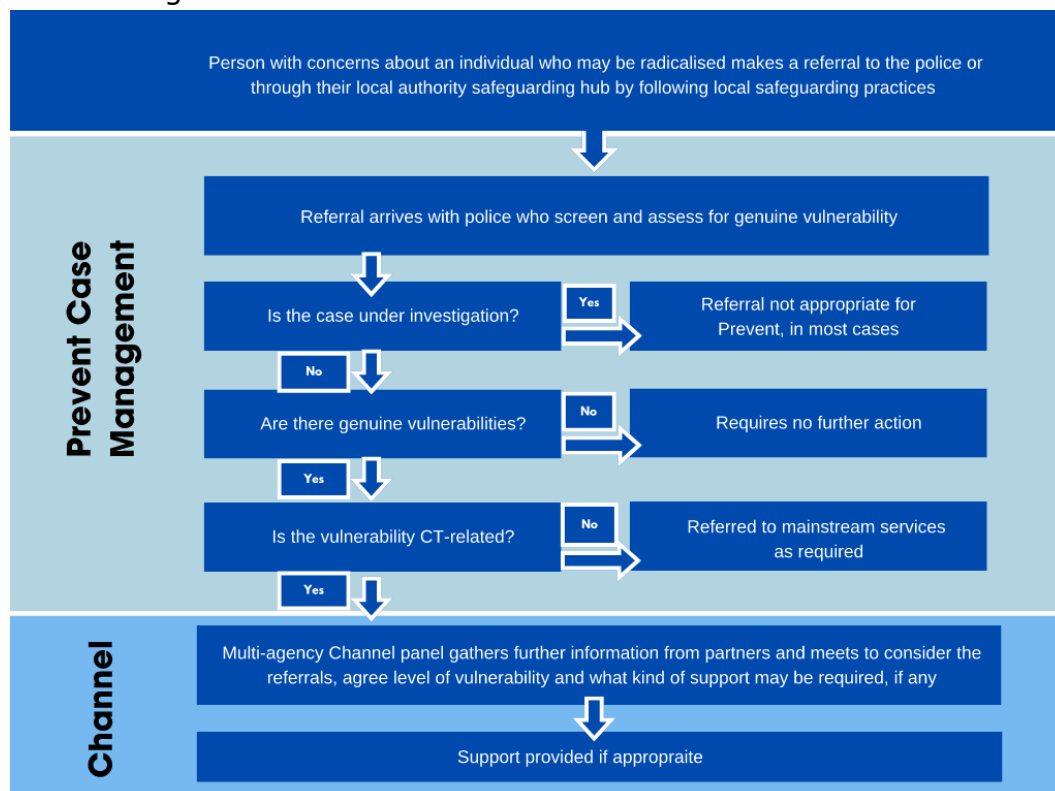
When you make a Prevent referral about a child, young person or adult learner, you should describe:

- how or why your organisation came to be concerned
- what happened if there was a specific event
- the indicators that something is wrong
- any sympathetic interest in hate crimes, extremism or terrorism - including any extremist ideology, group or cause, support for 'school shooters' or public massacres, or murders of public figures

- any worrying use of mobile phone, internet or social media and how you found this out
- any contact with groups or individuals that cause you concern, including who and how often, and why you're concerned
- any expression of wanting to cause physical harm, or threats of violence, including who to, when and what was said or expressed
- any additional need, disability or special educational need, including what they are and if they're known or suspected
- any other safeguarding concerns about the family, peer group or environment
- any discussions you've had with the child, young person or adult learner, parent or carer (if under 18)
- the parental or carer support (if known and under 18)
- what you're worried about, what may happen if the child, young person or adult learners' needs are not met and how will this affect them

The DSL will inform the parents/carers of the child that they will refer to the local authority unless by doing so this could put the child at further risk of harm. This does not mean that the DSL is accusing the child of a crime, it is about getting the right support for the child. If the parent does not consent to this happening, a referral can still happen providing there is a good reason, and it will safeguard the child sooner.

The referral should be assessed within 1 day. If not, contact should be made to Children's Social Care. Counter Terrorism Police may assess the referral, which could take a further 5 days. Other agencies will also conduct their own assessments during this time. The DSL will work with other staff to support the child during this time.



A decision may be taken to take the referral to Channel Panel. This is a multi-agency panel, who will assess the risk to the pupil and decide to adopt the case, or not. Channel is a voluntary process, where support can be declined. If this happens, the pupil will be signposted to other services. If accepted, a decision will be made to either not support, support from other safeguarding services, or support from Channel. The DSL may attend the Channel Panel and be part of the process. Support offered could include family support programmes, targeted youth support, 1:1 counselling, behaviour support.

### **References:**

Staffordshire Safeguarding Children Board procedures can be found on:  
[www.staffsscb.org.uk](http://www.staffsscb.org.uk)

Ofsted Handbook 2024: [School Inspection Handbook](#)

Keeping Children Safe in Education 2023: [Keeping Children Safe 2023](#)

Prevent Duty Awareness highlighted training:  
<http://www.elearning.prevent.homeoffice.gov.uk/>

UK Safer Internet Centre:  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The Prevent Duty Guidance: [Prevent duty guidance - GOV.UK \(www.gov.uk\)](#)

Educate Against Hate: [Educate Against Hate - Prevent Radicalisation & Extremism](#)

ACT Early: [ACT Early | Prevent radicalisation](#)

## Appendix A

## RISK ASSESSMENT – EXTREMISM AND RADICALISATION

<b>Location:</b>	Two Rivers School	<b>Risk Assessment No</b>	2	<b>Assessor:</b>	
<b>Signed:</b>		<b>Date of Risk Assessment</b>	20 October 2021	<b>Distribution:</b>	All
<b>Activity:</b>	Prevention of Extremism and Radicalisation	<b>Date of Review:</b>	12 September 2023	<b>Next Review Date:</b>	Autumn Term 2024

**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.

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

Since the publication of the **Prevent Strategy**, there has been an awareness of the specific need to safeguard children, pupils, and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leave them vulnerable to future radicalisation.

### National Risks

Nationally, the threat and risk landscape has changed, with the first objective now being to tackle ideological causes of terrorism. Whilst resilient causes, relating to Islamism are present, resurgent, right-wing factors are also of concern. Conspiracy theories can be the gateway to extremism and radicalisation. Online radicalisation is also now the primary route to radicalisation.

### Local Risks

issues within Staffordshire relate to Islamist Extremism, Extreme Right-Wing Terrorism and Right-Wing Extremism. Specific to the local area, Right Wing Extremism is a concern and proportionally higher than other areas within Staffordshire, as are Prevent referrals overall. Persons under the age of 18 are referred more than other age groups to Prevent, due to the work completed within schools. Our students will also be vulnerable to online radicalisation, due to the increase of social media and chat forums, along with some students not having the ability to question messages received. There have been graffiti of swastika symbols found with Tamworth.

<b>Leadership &amp; Partnership</b>	<b>Risk</b>	<b>Hazard</b>	<b>Risk Management</b>	<b>Risk High / Med / Low</b>	<b>Further Action Needed</b>
Leadership	The school does not place sufficient priority to Prevent and risk assessment/ action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Prevent online training for staff (including SLT) and governors, plus e-updates. Link Governor in place for safeguarding. Prevent CPD (Small Steps) for all staff in 2023.	Low	Ensure tracking of all Prevent CPD
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	Sufficient leadership ownership – risk assessments, safeguarding policies, prevent policy in place. Signed off by SLT and governors. Training and updates in place.	Low	Ensure Prevent spoken about at each governor meeting.
		Leaders do not communicate and promote the importance of the duty.	Regular dissemination of information, and training. All safeguarding policies shared – staff sign to confirm the reading and understanding of such policies.	Low	Continue to provide staff with updates.
		Leaders do not drive an effective safeguarding culture across the institution.	Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers	Low	Continue to promote safeguarding at all opportunities
		Leaders do not provide a safe environment in which children can learn.	Ongoing self-evaluation processes in place with open culture of sharing concerns.	Low	

Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	Our schools have strong partnership with: <ul style="list-style-type: none"> <li>• Local Safeguarding Children's Board</li> <li>• DSL / headteacher forums</li> <li>• LADO</li> <li>• Community Safety Partnerships</li> <li>• Police Prevent Team</li> <li>• Family Support Network</li> <li>• Child and family</li> </ul> Regular attendance at meetings, boards, & forums In receipt of newsletters e.g. Educate Against Hate	Low	Ongoing work involved. DSL to work with Violence Reduction Alliance (VRA) co-production campaign with children and young people.
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<b>Understand Risk</b>	<b>Risk</b>	<b>Hazard</b>	<b>Risk Management</b>	<b>Risk High / Med / Low</b>	<b>Further Action Needed</b>
Staff Training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences.	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies – this is tracked centrally. Refresher training takes place regularly with e-updates sent and knowledge audited. Home office training is used so is very accessible.	Low  Low	Regular checks of completion and chase any not completed.

		Staff do not access Prevent training or refresher training.		Low	
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Our schools have a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> <li>• identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>• help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help</li> </ul>	Medium	Continue to promote effective information sharing in a timely manner.
		Staff are not aware of the Prevent referral process.	Staff have online training, plus e-updates regarding Prevent	Low	

Reducing Permissive Environments	Risk	Hazard	Risk Management	Risk High / Med / Low	Further Action Needed
Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The school does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	Our schools have codes of conduct for all staff (teaching and non-teaching staff). We carry out safer recruitment checks on all staff, including online checks for new staff. Teaching is monitored by senior leaders through observations, book checks and is quality assured	Low	Continue to support students through the schools' ready, responsible and respect values.
		The school does not teach a broad and balanced curriculum which promotes	Our schools have a broad and balanced curriculum with standalone lessons for PSHE and	Low	Continue to review the curriculum and make sure it is

		spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	SMSC. There are opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills		aligned with current legislation.
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	Appropriate internet filtering and monitoring is in place. Via RM Connect.	Med	Action plan for filtering and monitoring to be implemented immediately.  Further ensure staff understand their duty regarding reporting concerns.
	Students may distribute extremist material using the institution IT system.		Our schools have a monitoring system in place (Smoothwall) which notifies the safeguarding team and Senior Leadership Team should there be any concerns. These are acted on and clear action is taken as necessary.		
	Unclear linkages between IT policy and the Prevent duty.		There is a clear reporting process in place should filtering and monitoring systems flag any safeguarding or Prevent- related concerns.	Low	
			The Online Safety curriculum is comprehensive and equips our students with the skills to stay safe online, both in school and outside.  The DSL leads on safeguarding and Online Safety to ensure cross referencing.		



Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Not having clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised, nor conducting due diligence checks on visitors or the materials they may use.	<p>A process is in place to manage site visitors, including sub-contractors.</p> <p>The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.</p> <p>The private use of our schools is effectively managed &amp; due diligence checks are carried out on those using/booking and organisations that they represent.</p> <p>The setting seeks advice and support from partners where necessary to make an assessment of suitability.</p>	Med	Make sure all staff are aware of the process for external visitors and use of space, and these are logged centrally.
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## Appendix B – Teaching approaches to building resilience in children and young people

<b>Push Factors</b>	<b>Key Ingredients</b>	<b>Pull Factors</b>
Factors which push/make an individual vulnerable to extremist messages	<b>Teacher confidence and skills</b> in dealing with difficult and sensitive issues	Factors that draw young people into extremist messages
Lack of excitement, frustration	<b>Teacher attitude/behaviours</b> <ul style="list-style-type: none"> <li>• Need to be able to admit that do not necessarily know the answers</li> <li>• Able to acknowledge that controversial issues/matters exist</li> <li>• Willingness to seek help when not sure what to do/how to assist</li> <li>• Understanding that they have a role to play re this agenda</li> </ul>	Confident and charismatic recruiters
Lack of a sense of achievement seen as significant. Lacking purpose/confidence in the future/life goals.	<b>Specific knowledge</b> <ul style="list-style-type: none"> <li>• Some understanding of other cultures and religions and belief systems</li> <li>• Knowledge of alternate values framework</li> </ul>	Networks/sense of belonging
Lacking an outlet for views	<b>Teaching pedagogy</b> <ul style="list-style-type: none"> <li>• Working with pupils to enable them to develop critical thinking skills (to be able to see through propaganda...)</li> <li>• Enabling pupils to see multiple perspectives</li> <li>• Enabling pupils to deal with difficult situations</li> <li>• Utilizing multiple resources/methods</li> <li>• Working with young people to enable them to develop and have pride in sense of self and sense of having multiple identities</li> <li>• Linking school work with the wider community</li> </ul>	Persuasive clear message which exploit knowledge gaps
Gaps in knowledge and or understanding of Islam both young people and their parents		Wider community views which promote extremist views or do not actively oppose extremism
A sense of injustice		
Actual or perceived humiliating experiences this may be linked to sense of injustice. The experiences may be of being bullied, put down etc		
Exclusion – a lack of belonging to peer/community networks, groups etc.		

