



PREVENTING EXTREMISM AND RADICALISATION POLICY

Introduction

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity.

This Policy is designed to provide guidance for the school to respond to safeguarding concerns for those children and young people who may be vulnerable to the messages of extremism. In addition, it provides details of the local inter agency process and expectations in identifying appropriate interventions based on the child concern model/ threshold of need and intervention model and the Channel process. (See below)

The following definitions are vital to understand our duty to protect young people.

All schools and colleges are subject to a duty under section 26 of the Counterterrorism 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.

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. (KCSIE, 2024)

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (KCSIE, 2024)

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. (KCSIE, 2024)

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).

Purpose

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

Schools have an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised. From 1 July 2015, schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (CTS 2015) in exercising their functions *“to have due regard to the need to prevent people from being drawn into terrorism”*.

Safeguarding children from all risks of harm is an important part of a school’s work and protecting them from extremism is one aspect of that.

The duty to prevent children and young people being radicalised is set out in the following documents.

- Revised Prevent Duty DFE (September 2022)
- Keeping Children Safe in Education (September 2024)
- Counter Terrorism & Security Act (2015)
- Working Together to Safeguard Children (2023)
- Prevent Duty Guidance: for England and Wales (2023)
- The use of social media for on-line radicalisation (Briefing July 2015)

Non-statutory guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)
- How Social Media is used to encourage travel to Syria and Iraq (Home Office)

Ethos

We ensure that, through our school vision, values, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Headteacher ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students’ welfare.

Risk Assessment

We assess the risk of radicalisation to be low.

We will carry out an annual risk assessment which will identify the risk of students being drawn into terrorism or extremism. This risk assessment will look at the general risks affecting children and

young people in the local area and the specific risks which may affect groups or individuals within the school and it will propose measures to mitigate and manage these risks (Appendix).

Responsibilities and Training

The Designated Prevent Lead (DPL) who is also the Designated Safeguarding Lead (DSL) will liaise regularly with the Headteacher on matters relating to the prevent duty and will monitor the school's compliance with this duty, primarily by way of term updates from the DSL and by conducting an annual review (see Safeguarding Policy) into the School's compliance with its prevent duty.

As part of this process the DPL/DSL will:

- ensure that this policy is understood and effectively implemented by staff throughout the School;
- ensure that the staff undergoes appropriate Prevent duty training which is refreshed at least every two years; and
- ensure that the School's Prevent policies and procedures and general safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children's Partnership (LSCP).

The DSL will:

- be the single point of contact to oversee and co-ordinate the school's implementation of the prevent duty;
- undertake prevent awareness training;
- undertake training to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology;
- provide prevent duty training to all staff so that they (a) understand the general risks affecting students at the school; (b) are able to identify individual children who might be at risk of radicalisation; and (c) know what to do to support these children;
- provide advice and support to other members of staff on protecting students from the risk of radicalisation; liaise with local partners, including the police and the LCSP including to establish what advice and support they can provide and to seek guidance on the general levels of risk within the local area;
- have responsibility for ensuring that any visiting speakers whether invited by staff or students are suitable and are appropriately supervised (see below);
- receive safeguarding concerns about children and young people who may be vulnerable;
- Work in partnership with the LCSP on all matters covered by this policy and the school will follow any locally agreed procedures which are set out by the LCSP.
- report each term to the head teacher on these matters.

All staff will:

- undergo regular prevent duty training (including Channel online awareness training and additional in-house training) so that staff have the knowledge and confidence to be able to (a) understand the general risks of radicalisation affecting students at the School; (b) identify individual children who might be at risk of radicalisation (see below) and spot signs of extremism (see below); (c) challenge extremist views; and (d) provide appropriate advice to children who are at risk of radicalisation;

- be alert to changes in children's behaviour which could indicate that they may be in need of help or protection;
- use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Referral Process

All staff and visitors to the School must refer all concerns about children and young people who show signs of vulnerability to radicalisation to the DSL or in their absence to the Deputy DSL. For further details about safeguarding referrals please see the School's separate policy entitled Safeguarding: Child Protection Procedures.

If the DSL becomes aware of a concern relating to the radicalisation of a student he or she will discuss this with the Head and the LSCP so that appropriate actions can be taken to safeguard the student and appropriate referrals, including to the Channel programme, can be made.

Curriculum

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others.

Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We aim to provide a safe space in which students can understand the risks associated with terrorism and develop the knowledge, skills and confidence to be able to challenge extremist views.

We will include opportunities in the curriculum for students to build resilience to pressure and to develop the skills they need to recognise and stay safe from abuse and radicalisation. In particular:

- PSHE lessons will be used along with tutor periods to teach students to understand and manage risks associated with terrorism and radicalisation, resist pressure, make safer choices and seek help if necessary;
- by promoting British values such as tolerance and respect as indicated above;
- through citizenship, religious education and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debates around contentious issues.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

Students will be taught how to stay safe online, both in school and outside school. They will be taught to understand the risks posed by adults or young people who use the internet and social media to groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the SDDSL will alert the DSL and the Headteacher where there are concerns and prevent further access when new sites that are unblocked are found. Furthermore, the DSL and SDDSL carry out weekly checks using appropriate monitoring software.

Where staff, students or visitors find unblocked extremist content they must report it to the DSL who will in turn discuss it with the Headteacher.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when students are using their mobile phones or other electronic devices. Mobile phones are banned in school during the day.

Visitors and Visiting Speakers

The DSL has responsibility for ensuring that all visitors and visiting speakers, whether invited by staff or students, are suitable and appropriately supervised. Where appropriate the DSL will make enquiries of the agency/person who introduced the individual to the school and/or will undertake appropriate due diligence.

On the rare occasion that a visitor or visiting speaker will have unsupervised access to students they will need to be DBS checked.

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include but are not limited to:

- underachievement;
- being in possession of extremist literature;
- poverty;
- social exclusion;
- traumatic events;
- global or national events;
- religious conversion;
- change in behaviour;
- extremist influences;
- conflict with family over lifestyle;
- confused identity;
- victim or witness to race or hate crimes; and
- rejection by peers, family, social or faith groups.

Recognising Extremism

A part of our wider safeguarding responsibilities to identify signs of abuse we will be alert to early indicators of radicalisation or extremism which may include:

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

Contact Details

Contact details of contacts within Staffordshire and organisations which offer support and advice about extremism will be displayed prominently in the School.

These will include the local authority Prevent lead, the local Channel contact and the local police force, 101 and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff: mail@counterextremism.org.uk.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Section 38 of the CTSA 2015 requires partners of Channel panels (including proprietors of independent schools) to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

Guidance issued under section 36(7) and section 38 (6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>.

Monitoring and Review

This Policy will be reviewed by the Headteacher and the DSL and SDDSL annually.

The effectiveness and implementation of this Policy will be monitored by the DSL who will carry out an annual review for this purpose. For further information see the School's separate policy on Safeguarding.

Related Policies

Anti-Bullying Policy

Attendance Policy

School Behaviour Safeguarding: Child Protection Policy & Procedures

Acceptable use of ICT Policy

PSHE Policy

SMSC Policy

Web page: [prevent](#)

Report online:

[report-terrorism](#)

Last review date:	Next Review date:	Statutory Policy:
June 2025	June 2026	No

Extremism and Radicalisation Risk Assessment

Location:	Cannock Chase High School	Date of Assessment:	June 2025
Assessor:	Jill Simpson	Review Date:	June 2025
Activity:	Extremism and Radicalisation Risk Assessment		

Summary of Radicalisation and Extremism

- Radicalisation can be defined as when an individual or organisation adopt extreme political, social, or religious views that can lead to violence.
- The government's Prevent agenda defines radicalisation as the process by which a 'person comes to support terrorism and extremist ideologies associated with terrorist groups.'
- Schools are also encouraged to build students' resilience to radicalisation by promoting fundamental British values and enabling students to challenge extremist views.

Risk Area	Hazard	Individuals at Risk	Risk	Control Measures	Residual Risk
Welfare and Safeguarding	Staff or other providers are not aware of the school procedure for handling concerns, or do not feel comfortable sharing concerns.	Students	High	<ul style="list-style-type: none"> • All staff have received PREVENT training using an online platform; this is completed every two years. • Regular staff safeguarding 'briefings' are issued to staff and include reminders on the PREVENT agenda. • PREVENT is included in all safeguarding and e-safety policies to ensure that staff and students are aware of its importance. • All staff and visitors to the school are made aware of how to report any safeguarding concerns. • All safeguarding concerns, referrals and actions are logged on My Concern. 	Low
	Young people are radicalised by factors internal or external to the school.	Students	High	<ul style="list-style-type: none"> • The PSHE curriculum has been designed to include British Values and the importance of reporting any concerns. • Staff are aware to report any concerns of radicalisation and extremism, and through 'Contextual Safeguarding' are aware of the needs and concerns of the local community. 	Low

				<ul style="list-style-type: none"> • Staff who undertake home visits are aware of what to look out for on those home visits. Only members of the pastoral team and SLT complete home visits. 	
	School does not continue to work with statutory partners or agencies.	Students	High	<ul style="list-style-type: none"> • School have always worked with statutory partners and agencies and have an excellent history of doing so. • All staff understand how to report safeguarding concerns. • All necessary checks are completed on those staff who are visiting the school. 	Low
Curriculum and Learning	Young people are exposed by school staff or providers to messages supportive of extremism.	Students	High	<ul style="list-style-type: none"> • The PSHE curriculum has been designed to include British Values and the importance of reporting any concerns. • All school ICT usage including email and internet use is monitored for inappropriate language, with a report completed each week to ensure that the safeguarding team are checking the use of the internet and emails. • The safeguarding policies within school and who to contact with any concerns are known to all in school and are reiterated through safeguarding 'briefings' 	Low
	Behaviours which harm the ability of different groups or individuals to learn and work together are left unchallenged.	Students and Staff	High	<ul style="list-style-type: none"> • All staff are aware of the PREVENT strategy and know to report concerns using the safeguarding procedures in place in school. • Recruitment, selection and induction programmes exist in school which include reference to the ethos and values of the school setting. • Displays and literature in school encourages diversity and community cohesion. • Inappropriate behaviour or attitudes are challenged by staff at all levels and recorded. 	Low
Organisational Culture	Staff are unable to raise extremism related concerns due to a lack of appropriate procedure.	Students and Staff	High	<ul style="list-style-type: none"> • Recruitment, selection and induction programmes exist in school which include reference to the ethos and values of the school setting. • Displays and literature in school encourages diversity and community cohesion. • Guidance, training, and support is available to all staff on the PREVENT agenda. 	Low

Visiting Speakers/ Environment	Young people and staff are exposed by visiting speakers to messages supportive of extremist ideologies.	Students and Staff	High	<ul style="list-style-type: none"> • All external speakers are vetted before coming into school to talk to students. • Visitors are not left alone with students at any point unless DBS checks are in place and they are an 'approved visitor' 	Low
ICT and online study	Young people access extremist or terrorist material whilst using school networks.	Students	High	<ul style="list-style-type: none"> • The ICT network has appropriate filters in place which block any content which is deemed to be unsuitable. • School has a robust acceptable use policy in place for both students and staff. • Staff and students are aware that school computer usage is monitored for any unsuitable content. • School has the administration rights for all social media accounts set up in the school name. • The use of mobile phones is banned in school for Years 7 – 11, therefore meaning that students cannot access content in school. 	Low
	Young people access extremist or terrorist material outside of the school setting.	High	Students	<ul style="list-style-type: none"> • Parents are provided with information about how to keep their children safe online. • Any concerns regarding children are reported to parents when deemed appropriate to do so. 	Low