

Preventing Extremism and Radicalisation Statement



September 2026

To be reviewed annually

Introduction

This policy is a summary of our existing policies and practice to formalise response to the threat of radicalisation and extremism.

All members of staff are made aware of their responsibility to show and promote tolerance of, and respect for, the rights of others, not undermining fundamental British values, including democracy, the rule of law, individual liberty and respect, and tolerance of those with different faiths and beliefs. Staff are expected to ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must not promote partisan political views in the teaching of any subject and are required to ensure that whenever political issues are brought to the attention of pupils a balanced presentation of the opposing views are also explained.

The staff and governors, aspire to ensure that all our pupils, irrespective of ability and regardless of anyone's doubts, achieve their potential in full.

The Curriculum

One of the most proactive ways to prevent young people from being radicalised is to help young people become more resilient to 'pull factors' in an age-appropriate manner. For example, extremist groups often twist and distort news stories to recruit members and to justify their actions. Developing critical thinking skills will help young people differentiate facts and reliable news stories from conspiracy theories and fake news.

Our core values of respect and equality informs the curriculum, as it does all aspects of our work. We endeavour to promote personal responsibility and understanding the differences between right and wrong. We also promote respect and the understanding of the need for rules.

We take every opportunity for the development in the personal and spiritual aspects of the pupils so enabling the children to become positive and emotionally resilient adults with the knowledge and confidence to challenge ideas that they do not agree with. Some of the most valuable work in combating and preventing extremism and radicalisation is carried out in PSHCE lessons and Religious Education. We try to ensure that tolerance and understanding are championed through learning about diversity. We aim to be a safe place for children to share their views within the acknowledged respectful culture of the learning environment.

The use of the Internet and other electronic means

It is strictly forbidden to use our website, IT facilities or other elements of the information management systems or processes for the promotion, planning or execution of violent extremism in the name of ideology or belief.

We reserve the right to exercise control over all activities on its IT facilities and networks, including the monitoring of systems and electronic communications and access to external electronic resources.

We recognise our obligations under legislation relating to the prevention of terrorism, in particular the requirement to respond within two working days to requests from the police to remove or amend any statement published on our website that may appear to encourage or promote terrorism.

Freedom of Speech within our premises

We are committed to the principle of free speech. Therefore so far as it is reasonably practicable, access to our premises is not denied to any pupil or employee or any individual or body of persons invited to our schools by a pupil or member of staff on any grounds related to the beliefs or views of

the student, employee or invited persons. Nor is access denied due to the policies or objectives of that body.

Where the expression of such beliefs, views, policies or objectives are unlawful and where it is deemed these might be expressed on our school site, we reserve the right for these beliefs and ideas not to be expressed on our school site or to our children when under our care or supervision.

We recognise the needs to balance the rights of the freedom of speech with the provisions of the Racial and Religious Hatred Act 2006 which outlaws the use of threatening words or behaviour, or the display of any threatening written material, with the intent to stir up religious hatred.

Reporting Arrangements

We recognise the importance of identifying and taking action to prevent or remove behaviour or activity described in this policy. All staff and other individuals connected with our schools play a vital role in reporting concerns relating to the behaviour described in this policy. The procedures are based upon the principles of our Whistle Blowing & Safeguarding Policies. Where children are concerned a disclosure should be treated as a child protection issue and the appropriate steps taken. Our schools will report concerns raised as appropriate to the local authority PREVENT lead and contribute to the CHANNEL process.

If a concern is raised suitable action will be taken in consultation with the relevant authorities both within and outside of our schools. If the disclosure involves the Head teacher, then the individual is required to contact the Chair of Governors.

See also:

- Visiting Speakers Policy
- Equality Policy
- PSE Policy
- Assembly Policy
- Behaviour & Bullying Policy
- Appraisal Policy
- Appropriate use of the Internet Policy
- Safeguarding Policy

Introduction to Prevent

Prevent forms one strand of the government's counter-terrorism strategy. Prevent aims to stop people becoming terrorists or supporting terrorism by tackling ideological causes of terrorism and intervening early to support people susceptible to radicalisation. Since July 2015, schools have a statutory duty to support and help people at risk of radicalisation.

Radicalisation is a process

Radicalisation is a process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Anyone can be vulnerable to radicalisation

Radicalisation is a process that can affect any individual, regardless of their cultural, socio-economic, religious or ethnic background. Factors that may make an individual more vulnerable to radicalisation are known as Push Factors. Push Factors push an individual away from grievances and towards a potential solution.

What makes an extremist ideology appealing?

As with other forms of grooming, vulnerable individuals are often presented with an incentive that seemingly meets an emotional, psychological or physical need. Recruiters may use these incentives to persuade an individual to embrace an extreme ideology. These incentives are known as Pull Factors.

Pull factors:

- A sense of belonging/ fulfilling social network
- Identification of an enemy/cause of injustice
- Provocative & persuasive propaganda
- A plan of action to correct injustices
- Pre-existing ideological attraction
- Excitement and adventure
- Material and/or spiritual reward eg adventure or romance

Contextual factors

Radicalisation does not happen in a vacuum, and there can be a variety of personal, family, or societal factors that can make an individual more vulnerable to all kinds of exploitation, including extremism. These factors could include:

- Adverse Childhood Experiences (poverty, disadvantage, discrimination, exploitation etc)
- Disruptive home life
- Ignorance/lack of understanding of other cultures or ideologies
- Lack of positive role models
- Unhealthy, unregulated, or unlimited access to the internet
- A significant tragic or traumatic experience
- Mental health
- Transitional period (e.g. a move to a new town, or from Primary to Secondary education)
- Exposure to extremism

Additional Vulnerabilities: SEND, Mental Health, Specific Learning Difficulties (SpLD) and Neurodiversity

Additional needs such as SEND can make an individual more vulnerable to exploitation. Whilst being aware of these additional risks, it is important that we do not stigmatise, or over-emphasise, the relationship between learning difficulties, Autism, and radicalisation. Instead, it is important to consider how neurodiverse traits might interact with extremist messaging, and how we might increase protective factors. Being aware of different ways of communicating, having safe spaces, and getting a diagnosis, can all mitigate against unnecessary harm and criminalisation.

Aspects of a condition such as Autism may lead to an increased vulnerability of grooming, fixation on socially unusual topics of interest (weapons, violence, extremist groups), or expressing views that are not socially acceptable without fully understanding why.

There are some traits and behaviours that might make an individual more vulnerable to radicalisation. These include:

- Finding it harder to socialise or build strong peer networks than others of a similar age. Difficulty reading social cues and social naivety
- Theory of mind deficit (The ability to understand why someone may have different beliefs, desires, hope, and intentions to our own)
- Restricted or 'special' interests and hyper-focusing
- Sensory needs
- Associated psychiatric concerns including anxiety or depression
- The relationship between radicalisation and mental health is a complex one. Although research has shown that mental illness can increase the likelihood of a person being susceptible to radical appeals, only a small minority of people with mental health difficulties are radicalised and then act on their beliefs.

Radicalisation – behaviour indicators

Like all safeguarding issues, each individual case is unique and context is key. Prevent targets all forms of extremism. A flexible, open-minded approach is therefore the most appropriate. The list below is not exhaustive and could indicate a range of safeguarding issues.

Attitudes and Values • Has difficulty reassessing one's own values and/or recognising the value of other points of view, refusing to engage in counter arguments • Demonstrates a degree of intolerance towards a particular group • Perpetuates and engages with conspiracy theories to an unhealthy degree • Legitimises the use of violence to defend/ promote a cause or ideology • Adopts a hateful 'us versus them' mentality • Refuses to interact with certain individuals/ groups because of • their characteristics • Emotional instability or significant changes to mental health • Demonises those who do not adhere to their own ideology, culture, religion or race • Advocates the need for direct action using violence to defend/ promote a cause or ideology • Impresses that it is an individual's 'duty' to defend/ promote a cause of ideology and berates those who oppose this view	Actions • Adopts behaviour which diverges from family practices • A sudden change in daily habits • Has heated arguments with others about ideological differences • Refuses to discuss a new lifestyle, alignment or belief system with family members and others • Displays symbols of affiliation or support associated with violent extremist groups • Takes part in a group that is considered extreme • Actively seeks to recruits individuals to a group with questionable motives • Plans and discusses violent/ hateful acts • Heightened interest in acquiring and using illegal weapons • Plans or discusses a trip to a conflict zone in which violent extremist groups are known to be active • Significant amount of unexplained time spent away from school/ place of work
Online Activities • Researches and engages with conspiracy theories and discourse to an unhealthy degree • Uses public forums to exchange heated arguments with others about ideological differences • Is exposed to/ exposes themselves to media of an extremist nature • Researches the logistics of conducting violent/ hateful acts	Social Life • Occasionally isolates himself/ herself from friends and/or family • Cuts ties with family members and/or close friends, keeps • exclusive company with a new circle of acquaintances • Becomes closer to individuals or groups known to be extremists • In contact (online and/or offline) with a group or network of individuals known to be extremists

Fascination with extreme violence (FEV)

This is a situation whereby an individual does not have a focus on a specific ideology but an unhealthy interest in school shootings, terrorist attacks, or mass killings. People with a fascination will often share violent videos, dark memes, or idolise perpetrators online. Some of the key components of FEV include:

- Unhealthy interest/fixation on extreme violence
- Reinforcement through exposure and engagement
- Desensitisation to acts of extreme violence

Online risks

Online risks are constantly evolving and shifting. These risks can be broadly split into three categories: extreme content, online networks and disinformation.

Extreme content

- Content, or propaganda, produced by extremists is designed to spread quickly, identify supporters, influence public opinion and generate an emotive response.
- Examples could include graphic videos glorifying terror attacks; political speeches/ sermons/ lectures; memes, images or gifs designed to spread hatred and/ or advocate violence.

Online networks

- Popular social media, messaging apps, chat forums, online gaming platforms and other communication tools are used by extremists to recruit vulnerable individuals; each app or platform will have different associated risks. Recruiters may operate under a pseudonym and use mainstream platforms to draw users into less main-stream forms of communication. Mainstream networks include popular social media platforms such as: – TikTok, X, Instagram, Reddit, YouTube, Facebook
- Mainstream platforms have content moderation and reporting mechanisms that limit the spread of extremist or harmful material. Once made aware, mainstream platforms will remove content that breach their terms of use, however this will not stop content being saved and circulated by users on alternative platforms.
- Non-mainstream platforms have fewer registered users. Sites such as Gettr, Gab and Odysee are often promoted as less-moderated versions of popular platforms such as Twitter and YouTube. Individuals and organisations that have been banned from mainstream platforms often create accounts on non-mainstream networks such as these.
- These platforms have more limited policies and processes in place to minimise risk, and content is less likely to be moderated in a way that removes or limits extremist content.

Disinformation

- Disinformation, also known as 'fake news', is used by extremists to gain support for their cause. Producers of disinformation use a variety of tactics to deceive users into believing a story has credibility. For example: sophisticated web design, doctored videos/ images, sensationalist headlines, quotes and images taken out of context.
- Producers of disinformation also take advantage of algorithmic feeds to rapidly spread information to their core audience. Algorithmic feeds have been known to create distorted versions of reality for users (sometimes known as 'filter bubbles' or 'echo chambers'). These distorted realities may contribute towards a vulnerable individual becoming radicalised.

Types of Extremism

Islamist Extremism

It is important to make the distinction between mainstream Muslim beliefs and Islamist Extremism which is usually linked to specific groups and their ideologies, such as Al-Qaeda and ISIS/Daesh, although

individuals may also act alone. Islamist extremism can be hard to define, but it is commonly connected with the extremist view that Islam is incompatible with the 'British' way of life. Extremists seek to divide communities using misguided meanings from the religion of Islam, often advocating for violence or military actions to achieve their perceived goal.

Right Wing Extremism (RWE, or XRW)

Right Wing Extremism (RWE) covers a range of groups, individuals, and movements with a variety of political and ideological motivations, which are often directed against democratic institutions and the rule of law. Extremists who are aligned to RWE can also have a misguided view that their own race is superior to all others, and that they deserve a special status in society. RWE groups often direct their hate towards those they see as 'different', for example, because of skin colour, gender, sexuality, nationality, or faith and they are prepared to enforce these views through violence and intimidation.

Extreme left and single-issue extremism

Extreme left ideologies are most often rooted in Anarchy, Communism or Socialism, but take the principles to extreme measures. Left-wing extremism seeks to destroy existing democratic systems prior to building a new society. Single-issue extremism is when an individual or group endorses harm, violence, or criminality in the name of a single issue, for example animal rights or climate change.

A range of personal and ideological motivation

Increasingly individuals are adopting a mix of ideas from different ideologies. This contributes to the increasing challenge of assessing an individual's motivation. Conspiracy theories may act as gateways to radicalised thinking and violent adherents to subcultures such as Involuntary Celibacy (Incels) and extreme misogyny are included in this category. An Incel can be defined as a member of an online community of young men who consider themselves unable to attract women sexually and is typically associated with views that are hostile towards women and men who are sexually active.

Talking to young people about terror attacks

Following a terror attack or significant incident

1) Reassure

Emphasise these events are rare and that it is very unlikely they will ever be a victim of a terror attack. Security increases following terror incidents, thereby reducing the chances of a follow-up attack.

2) Clarify

Use news sources that adhere to ethical codes of conduct to go through events. This will stop disinformation, rumours, and conspiracy theories from spreading. Be objective about what we do and do not know about the incident, being careful not to speculate or make assumptions. Discourage students from accessing sensationalised coverage or footage of the incident online. Some people may use the incident to boost internet traffic or spread disinformation.

3) Reflect

Build empathy by considering the impact on the families and friends of the victims as well as the wider community. Consider the emergency services/ first responders and how they may feel after the event.

4) Analyse

What emotional response are terrorists trying to provoke? Why might an individual commit a terrorist attack? Discuss the process of radicalisation. Again, remind the class to stick to the facts and to avoid making any assumptions. How are the media reporting the incident and why? What are the dangers of how information and disinformation are spread on social media?

5) Empower

Discuss how young people can make a difference: Stop disinformation and messages of hate from spreading online / encourage healthy debate and discussion of important issues / campaign and raise money for organisations that champion peace and unity / talk to trusted adults when they have questions or concerns.

Fundamental British Values

It is difficult to define 'extremism' without first defining what values we consider vital to living in a peaceful, prosperous society. The government calls these 'Fundamental British Values'. Extremism is therefore 'the vocal or active opposition' to these values. Some people may feel uncomfortable with the term 'British' as the word contains cultural as well as geographical connotations. Some feel that the term excludes families from migrant backgrounds or that it suggests other cultures do not also uphold these values.

Democracy

Are pupils able to learn about and participate in democratic processes? This could include class/ school councils, mock elections, or voting for something significant in form time. Do pupils know the importance of turn-taking? Does the school demonstrate that everyone should have an equal chance of voicing their opinion?

Rule of law

Do pupils appreciate that, whilst they might not always agree with the rules, they play an important role in helping society to function successfully? Do they understand what happens when the rule of law is not upheld? Are opportunities provided to explore how changes to the laws can have a positive or negative impact on society? Do students learn about instances where the law has changed through peaceful protest, reasoned arguments and community activism?

Individual liberty

Do pupils know what a person's individual rights are? Do pupils reflect on what individual liberties are enjoyed in Britain (choice of career, political ideology, residence, hobbies, body image, social circle, religion)? Do pupils learn about parts of the world where these individual liberties are not enjoyed and what the consequences of that are?

Respect & tolerance

Do pupils learn about cultures and beliefs different to their own? Are pupils educated about minority groups in Britain? Do they learn about the LGBT community, disability, immigrant communities and religious organisations? Do they learn about historical incidents where mutual respect and tolerance for others has not been upheld? Are pupils encouraged to consider the positive benefits of multiculturalism?

Building resilience to radicalisation is not just Fundamental British Values – it is also directly linked to wider work to preparing children for life in modern Britain and personal development.

Appendix A

Safeguarding Risk Assessment for the Prevention of Radicalisation

Activity	Potential Risk	Action Plan
Pupils exposed to extremist material	Moderate	SEAL curriculum to include elements of discussion of current affairs, conspiracy theories RE curriculum to offer a broad and balanced view of world religions Value awards, democracy day. Humanities lessons used to emphasise British values e.g. freedom of speech, rule of British law and democracy Provision of Parent Prevent information sessions Skills to interpret and analyse information embedded in core curriculum Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff
Pupils exposed to extremist material online on or off site	Moderate	Online and safety embedded in taught IT lessons Keeping safe week incorporates practical elements of safety. Filters on school servers and monitoring of use by IT technicians Parent Prevent information sessions Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff
Premises used by extremist group or speaker	Low	Content of external speakers agreed prior to visit Sessions attended by member of staff External requests to use facilities monitored and agreed only by Executive Headteacher Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff
Staff member promotes extremist views or behaviour	Moderate	Safer recruitment training undertaken by at least one member of the interview panel Gaps in employment history explored and references checked and signed. Safeguarding policy includes risk of radicalisation and protocol for raising concerns and is regularly updated and shared with staff SPOC named in safeguarding policy. Prevent awareness training undertaken by all staff. SLT members undertake Channel training
Intruder with malicious intent accesses school site	Low	Access & Egress & CCTV policies adhered to. Daily site check by premises officer to ensure security. All visitors checked by office team and visitor badges issued. Entrance gates to school secured, operated by front office. Members of school team deployed to gates at start and end of day.
Terrorist incident in local area	Low	Critical incident plan in place. Half termly evacuation drills in line with Health & Safety policy.
Pupils on trip exposed to serious or terrorist incident	Low	Trip risk assessments signed off by senior member of staff Member of staff contactable at school reception during the day. Adult pupil ratio age appropriate. Departure and return times agreed with SLT. Class teacher sets rules & expectations before departure: Quiet talking, listening to adult instructions, no running, children in pairs, not talking to strangers Adults at the back front and spread out through the middle on the line with front adult checking on line behind Staff to watch children for unwanted attention from members of the public. Adjustments to trips made if immediate concerns including cancellation where there is good reason and basis for concern.

Parental behaviour or action related to extremism raises concerns over child's well being.	Moderate	Prevent awareness training offered to all parents Parents awareness of the internet safety raised through e safety coffee mornings Safeguarding policy available to parents in school Reception areas and online 'Cause for concern' and parent contact forms used to co-ordinate school action and response to any concerns arising. Safeguarding policy includes risk of radicalisation and protocol for raising concerns and is regularly updated and shared with staff SPOC named in safeguarding policy. Prevent awareness training undertaken by all staff. SLT members undertake Chanel training
Pupils taken abroad to area of risk	Moderate	Daily absence monitoring with first day calling Any pupils identified as a safeguarding risk included in Learning Mentor daily check All absence requests to be written Holiday absence requests not authorised One point of contact for attendance monitoring Referral to point of LA prevent contact for any suspicious absences Staff training on Prevent and risks of radicalisation. Safeguarding policy includes risk of radicalisation and is regularly updated and shared with staff

Signed: Rachael Carr (Interim Executive Headteacher)

Date: 1st September 2026