



Preventing Radicalisation and Extremism Policy

This statement was approved by the Governing Body in March 2022

This statement was reviewed by governors in March 2025

This policy will be reviewed in March 2026

(unless any changes are necessary prior to this date)

1. **PURPOSE** Legal background

The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas. This duty came into force on 1st July 2015. The Prevent guidance was updated for schools in 2023

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible>

DEFINITIONS

Radicalisation: the process by which a person comes to support terrorism and forms of extremism which lead to terrorism.

Extremism: active or vocal opposition to fundamental British values including but not confined to:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

2. **OBJECTIVE** School Aims

As a Church of England Primary School, we strive to:

- Create a happy, safe and stimulating working environment which encourages children to develop and fulfill their potential.
- Encourage excitement and awareness of the world.
- Provide equal opportunities for all children, continually responding to individual needs.

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- Help children acquire, through a broad and varied curriculum, the appropriate reading, writing and mathematical skills to equip them for secondary school and a wider world.
- Foster and encourage children's beliefs and to create a culture of understanding and respect of other faiths.
- Encourage children to develop an awareness of self and a sensitivity to the needs of others.
- Encourage every child to think creatively, to be enthused about learning and to have high aspirations.
- Teach an inclusive and creative curriculum with high expectations for all children, regardless of their background, gender, ethnicity or circumstances.

The Prevent Duty and this policy should be read alongside these school policies:

- Safeguarding and Child Protection
- Curriculum
- Equalities
- Online Safety
- Behaviour and Attitudes
- Collective Worship ● Religious Education

It is important to be aware that extremism can occur in many different organisations and groups who can damage society and present a threat to the community. Schools should at all times ensure that their approach to the threat of radicalisation is balanced, calm and proportionate.

In Church of England schools, the Christian values that we teach sit very comfortably alongside the British values that in many cases have grown directly from the Christian heritage of this country.

- Christian values: <http://www.christianvalues4schools.co.uk/>
- British values

https://assets.publishing.service.gov.uk/media/5a758c9540f0b6397f35f469/SMSC_Guidance_Maintained_Schools.pdf

CONCERNS ABOUT PUPILS

It is important to remember that the vast majority of children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems. It is important not to jump to conclusions (not least because accusations of radicalisation could push vulnerable young people into the hands of radicals). However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about 'fitting in'
- Appearing distanced from their own culture or heritage

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- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy/poor social interaction
- Disassociation with an old group of friends and arrival of a whole lot of new friends
- Significant change in appearance and/or behaviour
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Involvement with criminal groups and/or imprisonment ● Failure to understand the actions and motivations of others.
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve problems in society
- Joining an extremist organisation
- If your knowledge of the family leads you to believe there is a risk

It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events can also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them, and put them into context.

The single point of contact for staff who have concerns about pupils vulnerable to radicalisation and extremism is the Designated Safeguarding Lead (DSL) Helen Selinas (Head of Inclusion and Wellbeing), the Deputy Designated Safeguarding Lead Sarah Green (Acting Headteacher). Staff should follow the guidelines set out in the Safeguarding and Child Protection Policy and report any concerns using CPoms or to the DSL.

VISITORS TO THE SCHOOL

The school welcomes the support given by volunteers from the school and wider community. All arrangements regarding volunteers should be done via the AHT Curriculum and should not be allowed in school before appropriate checks have been made and confirmed by the Headteacher.

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

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- Any messages communicated to pupils support fundamental British values and our school values.
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum to avoid contradictory messages or duplication.
- Activities are matched appropriately to the needs and abilities of pupils.

The school will follow necessary procedures if visitors do not follow these guidelines.

TRAINING

Prevent training is delivered regularly to school staff and governors and forms part of the induction process for any new member of staff.

Staff training in 2023-2024 was undertaken by all staff. The updated information from Westminster is attached as a new Appendix.

USEFUL INFORMATION

- <http://www.familiesmatter.org.uk>
- The DfE Due Diligence and Counter Extremism Group have a confidential telephone helpline 020 7340 76244.
- Channel is a voluntary programme which provides support for those who are vulnerable and may be being drawn towards terrorism.
- Schools may refer individuals to the Channel panel, however as the programme is voluntary the pupil may decline. There is an online training module available for school staff. <https://www.gov.uk/government/publications/channel-guidance>

APPENDIX I Monitoring Prevent Procedures for the Governing Body and SLT

1. Are there significant differences in the way that different groups in the school achieve, attend and behave?
2. Are these groups separated out in any way?
3. If one group has chosen to be isolated - why?
4. Are there any emerging patterns of behaviour?
5. Do you understand what is happening?
6. What are you doing about it?
7. Have you analysed the type, rate and pattern of bullying in the school?
8. How do you tackle discriminatory or derogatory language?
9. Are perpetrators challenged?
10. What have you learnt?
11. How robust are admissions and attendance procedures?
12. Do you follow up on absences?
13. Do you involve other agencies?
14. Is everyone that needs to be trained in safer recruitment?
15. Do you follow up all queries, before, during and after appointment?
16. Are visitors suitably checked and monitored?
17. How well do you check on and brief speakers and groups coming into school?
18. How do you monitor events?
19. How good are you at keeping pupils safe inside and outside the school?
20. Are the risk assessments effective?
21. Have you checked your safety arrangements?
22. Have you followed up and taken action after any incidents?
23. Do pupils understand and respond to risk effectively on the following issues:
 - Child sexual exploitation
 - Racism ● Sexism
 - Homophobia
 - FGM
 - Domestic violence
 - Forced marriage
 - Substance misuse
 - Gangs
 - Extremism

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1. What action has the school taken to address these issues?
2. Is the curriculum broad and balanced, providing a wide range of subjects?
3. Are pupils prepared to live fruitful lives in modern Britain?
4. Does the curriculum promote British values?
5. Are Christian values clearly taught in every aspect of school life?
6. Is there clear guidance on provision for the spiritual, social, moral and cultural development of every pupil?
7. Are these policies put into practice so that no-one, regardless of race, gender, sexual orientation, disability or faith, suffers discrimination?

APPENDIX 2.

Prepare. Protect, Pursue, Prevent

Staff training January 2024