Saint Edmund's Catholic Primary School

'Together we learn and grow through worship and celebration'

Preventing Radicalisation and Extremism

Committee responsible for policy	Catholic Life and Community Committee
Statutory/Non-statutory	STATUTORY
Date of last review	**September 2025**
Date of next review	**September 2026**
Purpose of policy	To support the Counter-Terrorism and Security Act 2015 that places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas
Consultation	The Counter-Terrorism and Security Act 2015 All staff
Links to other policies	Equalities, FBV

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Preventing RADICALISATION and EXTREMISM

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 July 1st 2015.

Statutory and non-statutory duties and guidance

The duty to prevent children and young people being radicalised is set out in the following documents which are available online or from the DSL.

- Counter Terrorism and Security Act 2015 (updated 2019)
- Keeping children safe in education, DfE, 2015 (updated 2025)
- Revised Prevent duty guidance for England and Wales (updated 2023)
- The Prevent duty: safeguarding learners vulnerable to radicalisation, DfE, 2022 (Updated 2023)
- Working together to safeguard children, DfE, 2023 (updated 2025)
- Improving the spiritual, moral, social and cultural (SMSC) development of students: supplementary information, DfE, 2014
- Revised Prevent Duty guidance for England and Wales 2023 (updated 2024)

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.

Purpose

St Edmund's School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at St Edmund's School recognise that safeguarding is everyone's responsibility, regardless of the role they undertake and whether or not their role has direct contact or responsibility for children. In adhering to this policy and the procedures therein, staff and visitors will contribute to St Edmund School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004[1].

This Preventing Extremism and Radicalisation Safeguarding 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 at s175 of the Education Act 2002. Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2014". Additionally, the policy is founded on the specific guidance found in the DCSF resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in

the UK"; the DfE resource "Teaching Approaches that help Build Resilience to Extremism among Young People"; and Peter Clarke's report of July 2014.

[1] *the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

Procedures and School Ethos

When operating this policy, St Edmund's School uses the following accepted Governmental definition of extremism which is:
'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources - school community, external agencies or individuals. Our students 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 students 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 students.

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. Therefore, at St Edmund's School we will provide a broad and balanced curriculum, delivered by skilled professionals. This will enrich our students' understanding of difference and diversity and empower them become thoughtful, tolerant citizens. It will also ensure that they thrive, feel valued and are not marginalized.

Furthermore, at St Edmund'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 the internet. Also, that at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including the use of derogatory language. Any incidence of prejudice, discrimination or extremism, including the use of derogatory language, involving students or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy for students, or the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, materials, or views of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites

- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to the protected characteristics as listed within the Promoting British Values and Equalities and Inclusion Policies.
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school will closely follow any locally agreed procedure, as set out by the Local Authority Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

***Things to watch out for in a pupil:**

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**.** It is important not to jump to conclusions However, as general good pastoral care, staff should immediately take note and act upon any of the following appropriate to age and stage.

- Discomfort about 'fitting in'
- Appearing distanced from their own culture or heritage.
- Any family tensions or **i**solation
- Low self-esteem or feelings of failure
- Significant change in appearance and/or behaviour
- Unhappiness following a move from one country to another
- Failure to understand the actions and motivations of others.
- Accessing inappropriate websites or literature
- If your knowledge of the family leads you to believe there is a risk

It should also be remembered that outside 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.

Teaching Approaches

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 students may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school, this will be achieved by good teaching, primarily via PSHE and RE but also by adopting the methods outlined in the Government's guidance: 'Teaching approaches that help build resilience to extremism among young people' (DfE 2011).

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity, through the development of critical

thinking skills. We will also ensure that all of 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, to address specific issues and to become even more relevant to the current issues of extremism and radicalisation.

We will follow the three broad categories of:

- Making a connection with young people through good [teaching] design and a student centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with age appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our school, so that students 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 students, as defined in Ofsted's School Inspection Handbook, and will include the effective use of assemblies to help promote this rounded development of our students further.

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 programmes
- Open discussion and debate
- Work on anti-violence and restorative approaches, addressed throughout the curriculum
- Focussed educational programmes

We will also work with local partners, families and communities, in our efforts to ensure our school understands and embraces our local context and values, while challenging extremist views and broadening our student's experiences and horizons. We will help support students who may be vulnerable to such influences, as part of our wider safeguarding responsibilities. If we believe a student is being directly affected by extremist materials or influences, we will ensure that that student is offered appropriate support, such as mentoring. Additionally, in such instances, our school will seek external support from the Local Authority and/or local partnership structures that are working to prevent extremism.

At St Edmund's School we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural society: nationally and internationally.

Use of External Agencies and Speakers

At St Edmund's School we encourage the use of external agencies or speakers to enrich the experiences of our students. However, we will positively vet the external agencies, individuals or speakers we engage to provide such learning opportunities or experiences for our students.

Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to, the school's values and ethos, or promote contradictory or confusing messages. We must be aware that, in some instances, the work of external agencies may not be directly connected with the rest of the school curriculum, so we need to ensure that this work is of benefit to students.

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

- Any messages communicated to students 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 students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate. We will strive to ensure our students recognise risk and build resilience to manage any such risk themselves, where appropriate to their age and ability. We will also help students to develop the critical thinking skills needed to understand and actively participate in informed debate on matters which may be sensitive or controversial.

Whistle Blowing

Where there are concerns of extremism or radicalisation students, staff and Governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Staff should use the School Whistleblowing Policy, which has been adopted by the governing body and is available in the Staff Handbook.

Child Protection

Please refer to our Child Protection and Safeguarding Policy for the full procedural framework on our Child Protection duties.

Staff at St Edmund's School will be alert to the fact that although extremism and radicalisation is broadly a safeguarding issue, there may be some instances where a child or children may be at direct risk of harm or neglect as a result of such practices. For example: this could be due to a child displaying risky behaviours in terms of the activities they are involved in, or the groups they are associated with, or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive.) Therefore, all adults working in St Edmund's School (including visiting staff, volunteers, contractors, and trainees on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Head teacher.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is: Fearghal Nash

The Deputy Designated Safeguarding Lead are: Carmel Moreland, Terri Meldon, Robyn Morris and Debbie Bainbridge

***PREVENT Single Point of Contact (SPOC)**

The single point of contact will normally be the Designated Safeguarding Lead (DSL).
The SPOC for this school is Fearghal Nash.
If there any concerns a member of staff should inform the SPOC (and/or the DSL).
Appendix B to this document contains a pro-forma to be completed detailing any concerns.

The school will at all times seek to ensure that our approach to the threat of radicalisation is **balanced, calm and proportionate**.

Training

All staff take part in Prevent training as part of the process of being informed and alert.

Recruitment

The arrangements for recruiting all staff, permanent, temporary, and volunteers, to our school will follow Richmond's guidance for safer recruitment best practice in education settings. 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 school's character and ethos. We are aware that such persons seek to limit the opportunities for our students, thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Role of Governing Body

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report, details of our Governing Body will be published on our school website to promote transparency. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014', the governing body will challenge the school's senior leadership team on the delivery of this policy.

Monitoring, Evaluation and Review

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via policies section of the school website. At St Edmund's School, the Head teacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy, as their overall duty to safeguard children.
Governors will review the policy every two years.

Channel

Channel is a programme which provides support for those who are vulnerable and may be being drawn towards terrorism.

The Head teacher may refer individuals to the Channel panel, however as the programme is voluntary the student may decline. There is an online training module available for school staff. https://www.gov.uk/government/publications/channel-guidance
Local Safeguarding Boards are responsible for co-ordinating what is being done by all the local agencies.

Useful contacts

http://www.preventtragedies.co.uk
http://www.familiesmatter.org.uk
The DfE Due Diligence and Counter Extremism Group have a confidential telephone helpline 020 7340 7624

APPENDIX A: 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

PUSH FACTORS – factors that push an individual/ make an individual vulnerable to extremist messages

Lack of excitement; frustration

Lack of *sense* of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.

Lack of an outlet for views.

Gaps in knowledge or understanding of Islam – both young people and their parents

Sense of injustice

Actual or perceived humiliating experiences. (Including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)

Exclusion – lack of belonging to peer or community networks, associations etc.

Below the line: factors that are out of scope of this study

Disruptive home life.

Disaffection with wider societal issues

KEY INGREDIENTS

Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training

Teacher attitudes and behaviours

- Willingness to admit you don't know
- Acknowledging controversial issues exist
- Awareness that I have a role to play
- Willingness to turn to others for help when you don't know about something

Specific knowledge:

- Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')
- Knowledge of an alternative values framework

Teaching practice/pedagogy:

- Boosting critical thinking (seeing through propaganda, singular messages etc)
- Helping to see multiple perspectives
- Using multiple resources/methods
- Embedding or sustaining dialogue following specialist interventions.
- Enabling students to tackle difficult issues.
- Linking school work to the wider community
- Drawing evidence from across the curriculum
- Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity

Other factors

Support from senior leaders

Pupil support processes

PULL FACTORS - Factors that draw young people into extremist messages

Charismatic/confident individuals (recruiters).

Networks/sense of belonging

Broader community views which enable or do not oppose extremism.

Persuasive, clear messages. Exploiting knowledge gaps

Sense of dignity and importance and loyalty

Exciting (non-teaching) activities.

Sense of purpose in life

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Addresses if different	
Details of concern	
Action taken	
Details of referrals including Names and contact Details	
Follow up Action	

Signed DSL and/or SPOC	Date
Headteacher	Date