Endeavour
Multi-Academy Trust

PREVENTING EXTREMISM AND RADICALISATION POLICY

River View Primary & Nursery School

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Introduction

River View Primary and Nursery School is committed to providing a safe, secure and inclusive environment in which pupils both feel safe and are kept safe. Safeguarding is everyone's responsibility, regardless of role or whether an individual has direct contact with children or not.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including schools, to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent duty.

Prevent is part of the school's wider safeguarding responsibilities. Concerns about radicalisation will therefore be considered in the same professional, proportionate and child-centred way as other safeguarding concerns.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Online Safety Policy, Behaviour Policy, Equality information and objectives, Staff Code of Conduct, Whistleblowing Policy and procedures for the use of external visitors and speakers.

This policy has been reviewed with regard to current national guidance, including Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and the Prevent duty guidance for England and Wales (2023), which came into force on 31 December 2023.

Definitions of radicalisation and extremism, together with information about susceptibility to radicalisation and possible indicators of concern, can be found in Appendix 1.

Aims

The school aims to:

- protect pupils from the risk of being drawn into terrorism or supporting terrorism;
- identify and respond appropriately to concerns about radicalisation;
- promote a safe, respectful and inclusive school culture in which extremist or discriminatory narratives can be challenged appropriately;

- develop pupils' resilience, critical thinking, digital literacy and ability to recognise unsafe or manipulative content;
- ensure staff understand the Prevent duty and know how to report concerns;
- work effectively with parents, carers and relevant safeguarding partners; and
- ensure the school's response is proportionate to its local context, age range and pupils' individual needs.

School Ethos and Practice

There is no place for extremist views of any kind at River View Primary and Nursery School, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils 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 children 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 pupils.

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, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, they understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalised.

Furthermore, at River View Primary and Nursery 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 via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven, the matter will be referred to the Teaching Regulation Agency.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups.
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils 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 pupils in other schools or settings
- Pupils 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, gender, disability, homophobia, race, colour or culture
- 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 and/or Staffordshire Safeguarding Children Partnership's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

At River View Primary and Nursery School, we recognise the important role that education plays in helping pupils to develop the knowledge, skills and values that enable them to participate safely and positively in modern Britain. Our approach to the Prevent duty is embedded within our wider safeguarding responsibilities, school ethos and curriculum and is proportionate to the age, understanding and individual needs of our pupils.

Through a broad and balanced curriculum, including PSHE, Relationships Education, assemblies and opportunities across the wider curriculum, pupils are supported to develop critical thinking, resilience, respectful relationships and an understanding of difference. Pupils are taught, in an age-appropriate way, how to recognise misinformation, manipulation and harmful influences, including those encountered online.

Our Jigsaw PSHE programme, alongside wider curriculum opportunities, supports pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These principles complement our RICHER values, which are embedded throughout school life.

We recognise the importance of providing pupils with safe and appropriate opportunities to ask questions, express views and discuss sensitive or controversial issues. Staff will facilitate discussion in a way that encourages pupils to listen to different perspectives, respectfully challenge ideas and understand that disagreement can be resolved through dialogue rather than violence. In doing so, staff will have regard to the school's duties relating to political impartiality and the balanced presentation of political issues.

Teaching will be adapted to reflect pupils' age, developmental level, communication needs and SEND. Where necessary, concepts will be made accessible through appropriate language, visuals, concrete examples and supported discussion. Pupils will not be expected to engage with content that is inappropriate to their developmental understanding.

Our curriculum and wider school experiences will support pupils to:

- develop critical thinking and question information appropriately;
- recognise misinformation, harmful influence and unsafe online content;
- understand and respect different cultures, faiths, beliefs and viewpoints;
- develop a positive sense of identity and belonging;
- understand their rights and responsibilities;
- develop respectful relationships and resolve disagreement appropriately;
- understand how they can participate in democratic processes and influence decisions; and
- know how to seek help if something they see, hear or experience causes them concern.

The school will respond flexibly to local, national or international events where these may affect pupils or give rise to questions or concerns. Any discussion will be age appropriate, balanced and sensitive to the needs of the school community.

Where a pupil expresses a concerning view or staff become aware that they may have been exposed to extremist or terrorist material or influences, staff will not make assumptions or attempt to investigate the matter themselves. Concerns will be shared with the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures. Appropriate support will be determined according to the individual pupil's circumstances and may involve parents or carers and relevant external safeguarding partners.

The school will work with families, the local authority, police, Prevent partners and other agencies where appropriate to support pupils and maintain an understanding of the local context and emerging risks.

Use of External Agencies and Speakers

At our school we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly relate to the rest of the school curriculum, so we need to ensure that this work is of benefit to pupils.

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

- Any messages communicated to pupils 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 pupils 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 pupils
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils 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, and we may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Referring Concerns

Notice, Check, Share

NOTICE: Staff should be professionally curious and notice concerning behaviour, disclosures, online activity or information from others.

CHECK: The concern should be shared with the DSL or Deputy DSL, who will consider the wider context, available information, protective factors and whether advice or further action is required.

SHARE: Where appropriate, information should be shared with relevant safeguarding partners and/or a Prevent referral made. Where there is immediate danger, the police should be contacted immediately.

A concern does not need to meet a fixed checklist before it is shared internally. Staff should record and report what they have seen, heard or been told and allow the Designated Safeguarding Lead to consider the concern in context. If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, Staffordshire Children's Social Care, Education Safeguarding Advice Service or Ofsted depending on the level of concern. Contact details for these agencies can be found at the end of this policy document.

Staff should refer to the School Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the school environment.

Child Protection

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

Staff will be alert to the fact that whilst 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. 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 at River View Primary and Nursery School, (including visiting staff, volunteers', contractors, and students 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 Headteacher. They will make a referral to children's social care or the Staffordshire Prevent team when appropriate.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.

Training

All staff, including temporary staff and volunteers will receive an induction regarding our Safeguarding Policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism. This will be achieved using the online Government guidance training on the Prevent duty. (https://www.gov.uk/guidance/prevent-duty-training)

This will be renewed annually, and as part of whole school in-service training in regard to safeguarding and child protection. This is organised for staff, governors and volunteers at least every three years and will comply with the prevailing arrangements approved by Staffordshire Safeguarding Children Partnership and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend appropriate and relevant training courses regarding safeguarding children, including the appropriate inter-agency training organised by the Safeguarding Children Partnership at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will ensure that all adults working in the school receive appropriate levels of training,

guidance and support regarding safeguarding children from extremism and radicalisation.

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 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.

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 of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

Governors will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness. They will review this policy regularly (annually) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Contact details:

Staffordshire Families Integrated Front Door (SFIFD) For concerns about the safety or welfare of a child:

0300 111 8033 during office hours.

Emergency Duty Service (children's social care) 0345 6042886

Staffordshire Prevent Team Via 101

Emergency/immediate danger 999

National Prevent Advice Line 0800 011 3764

Education Safeguarding Advice Service (Staffordshire) – 01785 895836 or email: esas@staffordshire.gov.uk

Ofsted Contact Centre 0300 123 1231

Police Anti-Terrorist Hotline: 0800 789 321

References:

Staffordshire Safeguarding Children Partnership procedures can be found on: https://www.staffsscp.org.uk/procedures/

Prevent Duty Guidance (Updated March 2024)

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

Keeping Children Safe in Education (September 2026)

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Promoting Fundamental British values as part of SMSC in schools DfE November 2014

https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

Channel duty guidance: protecting people susceptible to radicalisation – Home Office (updated October 2025)

https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance

Appendix 1: Definitions and Susceptibility to Radicalisation

Radicalisation

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Radicalisation can occur through contact with others in person or online and may involve exposure to terrorist or extremist ideology, propaganda or individuals who seek to influence others. There is no single pathway to radicalisation and no single profile of a person who may become susceptible.

Terrorism

Terrorism is defined within the Terrorism Act 2000. In the context of the Prevent duty, schools are concerned with safeguarding individuals from becoming terrorists or supporting terrorism.

Extremism

The school considers extremism in accordance with current Government guidance.

Extremism should not be confused with lawful debate, disagreement, political opinion or religious belief. Pupils should be able to ask questions, discuss controversial issues and express different views within a safe and respectful environment.

The expression of a strong, controversial or unpopular opinion does not, in itself, indicate that a pupil is being radicalised. Staff should consider the wider context and any connection between concerning behaviour or views and support for terrorism or terrorist violence.

Susceptibility to Radicalisation

There is no single profile of a person who may be susceptible to radicalisation and no checklist can reliably identify whether someone is at risk.

A pupil's susceptibility may be influenced by a combination of individual circumstances and experiences. These could include:

- a need for identity, meaning, belonging or purpose;
- social isolation or changes in friendship groups;
- experiences of discrimination, racism, bullying or perceived injustice;
- family or personal difficulties;
- exposure to extremist or terrorist narratives;
- contact with individuals or groups who seek to influence or recruit others;
- exposure to harmful content or communities online; and
- significant changes in behaviour or interests when considered alongside other concerns.

The presence of any of these factors does not mean that a pupil is being radicalised. Staff should remain professionally curious and consider concerns in the context of the individual child.

What might staff notice?

Possible concerns may include:

- a pupil disclosing contact with individuals or groups promoting terrorism or terrorist violence;
- accessing, possessing or sharing terrorist or violent extremist material;
- expressing support for terrorist organisations, terrorist acts or the use of terrorist violence;
- attempting to recruit, influence or pressure others towards terrorist or extremist ideology;
- using narratives that justify terrorist violence or serious harm;
- concerning changes in online activity, particularly when accompanied by other changes in behaviour;
- significant changes in behaviour, interests or peer groups alongside other concerning indicators; or

- information from parents, carers, other schools, the Local Authority, police or another agency which raises concerns.

These examples are not exhaustive and should not be used as a checklist. Staff are not expected to determine whether a pupil is being radicalised. Concerns should be recorded and shared with the Designated Safeguarding Lead (DSL), who will consider them within the wider safeguarding context.

Pupils with SEND

Pupils with SEND are not inherently more susceptible to radicalisation, and SEND should not be regarded as an indicator of radicalisation.

However, individual factors may affect a pupil's ability to recognise or respond to harmful influence. These might include communication difficulties, social isolation, difficulties interpreting online information or understanding the intentions of others, a desire for belonging, or reduced awareness of risk.

Staff will consider each pupil's individual circumstances and will adapt safeguarding conversations and support to reflect their communication, cognitive, sensory and emotional needs.

Appendix 2: Channel

What is Channel?

Channel is a voluntary, confidential, multi-agency programme which provides support to people who are susceptible to being drawn into terrorism.

It forms part of the Government's Prevent strategy and brings together relevant partners to consider an individual's circumstances, assess the nature and extent of any concern and identify appropriate support.

A referral to Prevent does not automatically mean that an individual will receive Channel support. Information is considered by appropriate professionals and decisions are made according to the circumstances of each case.

Where Channel support is considered appropriate, support is tailored to the individual and participation is voluntary.

For children and young people, safeguarding and promoting their welfare remains paramount. A Prevent or Channel referral does not replace other safeguarding action. Where there are concerns that a child is suffering, or is likely to suffer, significant harm, the school's usual child protection procedures will also be followed.

The school's role

River View Primary and Nursery School will:

- share concerns about possible radicalisation with the DSL in accordance with the school's Notice, Check, Share procedure;
- make a Prevent referral where this is considered appropriate;
- share relevant information lawfully and proportionately with safeguarding partners;
- contribute to multi-agency assessments and Channel processes where required;
- support agreed safeguarding interventions where appropriate; and

- continue to consider the pupil's wider safeguarding, educational, SEND and wellbeing needs.

The school will use the current national Channel Duty Guidance and local Staffordshire Prevent arrangements when responding to concerns, rather than relying on a fixed pathway diagram, as procedures may change.

Current Channel Duty Guidance – GOV.UK