



# Preventing Extremism and Radicalisation Policy

*Information for Parents: This policy is available on request.*

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## Contact names

Designated Safeguarding Lead (DSL) including EYFS and Prevent Lead	Ms Jackson
Deputy Designated Safeguarding Lead (Deputy DSL)	Mrs Joan Thomas
Headteacher	Mrs Pauline Wilson
Chair of Governors	Mrs Fiona Deery
Safeguarding Governor	Mrs Louise Margiotta

## Third party contacts

Our school follows the safeguarding protocols and procedures of our local Safeguarding Partners	Essex Safeguarding Children Board <a href="https://www.escb.co.uk/">https://www.escb.co.uk/</a>
Local Authority children's social care referral team(s)	Essex: 0345 603 7627 Havering: 01708 433 222 Thurrock: 01375 372468
Essex Local Authority Prevent Lead	Jo Barclay, Head of Education Safeguarding and Wellbeing <a href="mailto:Jo.barclay@essex.gov.uk">Jo.barclay@essex.gov.uk</a> 03330131078
Local Authority's out of hours contact numbers	Essex: 0345 606 1212 Havering: 01708 433 222 Thurrock: 01375 372468
Where there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately by the DSL. If a child is in immediate danger, ring 999.	
Local Police Emergency	112
Local Police Non-emergency	101

## National contacts

NSPCC 24/7 Helpline/textline	Tel: 0808 800 5000/88858 Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
DfE Prevent Helpline for schools & parents	Tel: 020 7340 7264 (non-emergency) Email: <a href="mailto:Counter.extremism@education.gsi.gov.uk">Counter.extremism@education.gsi.gov.uk</a>
The Lucy Faithfull Foundation (LFF)	Tel: 0800 1000 900 Email: <a href="mailto:help@stopitnow.org.uk">help@stopitnow.org.uk</a> <a href="http://www.parentsprotect.co.uk">www.parentsprotect.co.uk</a>
National Bullying Helpline	Tel: 0845 22 55 787

See *Safeguarding and Child Protection Policy and Procedure* for further sources of support and advice.

## **1 Purpose**

- 1.1 This Preventing Extremism and Radicalisation 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.
- 1.2 Schools have an important part to play in both educating children and young people about extremism and recognising when pupils 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 ("CTSA 2015") in exercising their functions, "...to have due regard to the need to prevent people from being drawn into terrorism".
- 1.3 Safeguarding children from all risks of harm, including those children in the EYFS, 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:
  - Counter Terrorism & Security Act (2015, as amended)
  - Keeping Children Safe in Education (September 2024)
  - Working Together to Safeguard Children (2020, as amended)
  - Prevent Duty Guidance: for England and Wales (March 2015) Revised July 2015 (as amended)
  - The Prevent Duty: Departmental advice for schools and childminders (June 2015, as amended)
  - The Use of Social Media for on-line radicalisation (July 2015, as amended)
- 1.4 Non-statutory guidance
  - Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014, as amended)
  - Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014, as amended)
  - How Social Media is used to encourage travel to Syria and Iraq (Home Office)

## **2 Ethos**

- 2.1 We ensure that through our school vision, aims, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. We ensure 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 pupils' welfare.

## **3 Risk Assessment**

- 3.1 After completing the PREVENT risk assessment, we assess the risk of radicalisation for the pupils in this school to be low.

- 3.2 We carry out an annual risk assessment which will identify the risk of pupils 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.

#### **4 Responsibilities and Training**

- 4.1 The Headteacher and the Designated Safeguarding Lead (DSL) liaise on matters relating to the Prevent duty. They monitor and evaluate the school's compliance with this duty, primarily by way of updates from the DSL via the termly safeguarding forums. The Safeguarding Governor conducts an annual review of safeguarding, which includes the school's compliance with its Prevent Duty.

- 4.2 The Headteacher will:

- Ensure that this policy is understood and effectively implemented by staff throughout the school;
- Ensure that the DSL 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 their local Safeguarding Partners.

- 4.3 The DSL will:

- Be the single point of contact to oversee and coordinate the school's implementation of the Prevent duty;
- Undertake prevent awareness training, such as the eLearning Prevent Home Office training.
- Undertake higher level training in the Safeguarding Partner's Prevent strategy 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 pupils 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 pupils from the risk of radicalisation;
- Liaise with the local Prevent Officer, including the police and the Safeguarding Partners, 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 pupils, 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 Safeguarding Partners on all matters covered by this policy and the Ursuline Preparatory School will follow any locally agreed procedures which are set out by the Safeguarding Partners.

4.4 All staff will:

- Undergo regular Prevent Duty training so that staff have the knowledge and confidence to be able to (a) understand the general risks of radicalisation affecting pupils at the School; (b) identify individual children who might be at risk of radicalisation (see Paragraph 8 below) and spot signs of extremism (see paragraph 9 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.

## 5 Referral Process

- 5.1 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 Designated Safeguarding Lead (DSL) or, in their absence, to the Deputy Safeguarding Lead (DDSL). For further details about safeguarding referrals, please see the school's Safeguarding and Child Protection Policy and Procedures, which can be found on the school website.
- 5.2 If the DSL becomes aware of a concern about radicalisation or extremism, or if they feel a child is at risk of (or subject to) harm because of these issues, they should contact the [Children and Families Hub](#) in the first instance – as for any other safeguarding concern. The Children and Families Hub may advise the setting to make a PREVENT referral using this [referral form](#).

## 6 Curriculum

- 6.1 We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.
- 6.2 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.
- 6.3 We aim to provide a safe space in which pupils 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 pupils 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 to teach pupils 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.
- 6.4 Through citizenship, religious education and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debates around contentious issues.

## **7 Online Safety**

7.1 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 block inappropriate content, including extremist content.

7.2 Pupils 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.

7.3 Web filtering is active in every school which includes preventing access to the following:

### For staff and pupils

- Sites that offer information about or promote or are sponsored by groups advocating anti-government beliefs or action.
- Sites that condone intolerance towards any individual or group.

### For pupils

- Sites of web communities that provide users with means for expression and interaction.
- Messaging and social media sites.

7.4 Further information about categories of blocked sites can be given by the ICT coordinator. Staff are directed towards the school's IT Acceptable Use, E-Safety and Social Networking policies for further detail.

## **8 Visitors and Visiting Speakers**

8.1 The Headteacher has responsibility for ensuring that all visitors and visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised. Where appropriate, the Headteacher will make enquiries of the agency/person who introduced the individual to the school and/or will conduct an internet search against the individual's name. It is school policy that visitors will always be supervised when working with pupils. Checks on visiting speakers should be recorded on the SCR when required by our safer recruitment guidance.

## **9 Signs of Vulnerability**

9.1 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:

- 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 groups or faith.

## **10 Recognising Extremism**

- 10.1 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, especially to other faiths or cultures;
  - 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 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, artwork or writing that displays extremist themes;
  - attempts to impose extremist views or practices on others;
  - verbalising anti-Western or anti-British views; and
  - advocating violence towards others.

## **11 Channel**

- 11.1 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.
- 11.2 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.
- 11.3 Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.
- 11.4 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>

## **12 Monitoring and Review**

- 12.1 This policy will be reviewed by the DSL annually.
- 12.2 The effectiveness and implementation of this policy will be monitored by the Safeguarding Governor within their annual safeguarding review.
- 12.3 Where staff, pupils or visitors find unblocked extremist content they must report it to the DSL, who will in turn discuss it with the Headteacher and ICT coordinator.