



Preventing Extremism and Radicalisation Policy

	Name	Date
Reviewed	Governing Body	November 2023
Reviewed	Governing Body Matt De Freitas	November 2024 (annually for KCSIE, 3 years for Governors)
Reviewed	Matt De Freitas	September 2025
Reviewed	Matt De Freitas	September 2026

Version Control

Date	Change
Sept 2023	P6 Updated Prevent referrals contact
	P9 Appendix 1 – updated for KCSIE 2026
October 2024	P7 The Head teacher and Family Liaison Officer have completed the Home Office WRAP Prevent Trainer Training and they in turn ensure that all staff are aware of their duty under the Prevent Strategy. All staff have completed the statutory training for 'Prevent' (September 2024.) P9 Appendix 1 from KCSIE is updated 2026 version
September 2025	We are have a commitment to preventing extremism and radicalisation. Measures for our commitment can also be located in our Child Protection Policy. P2
September 2026	Updated Appendix 1 and Added Appendix 2 Risk Assessment Checked for DFE Compliancy – Completed

Introduction

Raglan Primary School is committed to providing a secure environment for pupils, where they feel safe and are kept safe. All adults at Raglan recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

We are have a commitment to preventing extremism and radicalisation. Measures for our commitment can also be located in our Child Protection Policy.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to our delivery of the requirements set out in s10 (2) of the Children Act 2004*. This Preventing Extremism and Radicalisation 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 (s157 of the Education Act 2002).

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance 'Keeping Children Safe in Education (current statutory guidance)' and specifically DCSF Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK'.

* 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.

School Ethos and Practice

When operating this policy Raglan 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 — 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, at Raglan we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and are keen to celebrate diversity and challenge discrimination in all its forms. We recognise 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 and the use of derogatory language will always be challenged and dealt with according to our Behaviour Policy and Staff Code of Conduct. Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

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, especially where pupils have not actively sought these out;
- Materials promoting extremist messages or images;
 - Pupils or staff 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, 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;
- Expressions of extremist ideology, support for terrorism, intolerance of protected characteristics, or attempts to legitimise the use of violence for political, religious, racial or ideological purposes.

The school maintains appropriate filtering and monitoring systems to reduce the risk of pupils accessing harmful or extremist content online.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Bromley Safeguarding Children Partnership agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

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 children 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; 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 note that guidance from Ofsted categorises 'British Values' as:

- Democracy
- The rule of law
- Individual liberty

- Mutual respect
- Tolerance of those with different faiths and beliefs.

As a school we aim to develop and nurture these through:

- An engaging assembly programme with core ethical values and beliefs at its heart
- A well-structured Personal, Social, Health and Citizenship education programme which addresses all of the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities)
- A strong Religious Studies curriculum
- Effective and well-managed Student Council enabling pupils to actively participate in the democratic process
- A range of channels for student voice
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- A clearly communicated and consistently applied Behaviour Policy so that pupils understand what is expected of them and the consequences of both meeting and failing to meet these expectations.

We will ensure that all of our teaching approaches help our pupils to be resilient enough to be able to resist extremism and that we nurture a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Use of External Agencies and Speakers

At Raglan 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 complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with 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.

Whistle Blowing

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

Concerns regarding staff behaviour which may indicate extremist views, inappropriate influence, or conduct inconsistent with safeguarding expectations will be managed in accordance with the Staff Code of Conduct, Low-Level Concerns Policy and Allegations Against Staff Procedures. See our separate Whistle Blowing Policy and Procedure document.

Staff should follow the London Borough of Bromley Prevent referral procedures and contact details published by the Local Authority and Police Prevent Team.

Any concern relating to radicalisation, extremism or susceptibility to terrorism must be reported immediately to the DSL or Deputy DSL. The DSL will consider:

- Early Help;
- Children's Social Care;
- Prevent referral;
- Channel referral;
- Police involvement where appropriate.

Child Protection

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

Staff at Raglan 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 in Raglan (including visiting staff, volunteers 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 Head Teacher.

In Raglan our child protection reporting arrangements are set out fully in our Safeguarding and Child Protection Policy and are summarised here, as follows; All concerns are to be reported to the Designated Safeguarding Lead – Matt DeFreitas and in his absence to the Deputy Safeguarding Lead – Danielle Mead, Sam Collins or Martin Hunter.

A 'Record of Concern' notification should be completed on CPOMS, or written up (form is in the Child Protection Policy) and given to the DSL or the Deputies.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is Matt DeFreitas.

The Deputy Designated Safeguarding Leads are Danielle Mead, Sam Collins or Martin Hunter.

The designated safeguarding lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education (Current statutory guidance.)'

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.

At Raglan the role of the designated safeguarding lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counterterrorism strategy.

Training

Whole school in-service training on Child Protection and Safeguarding will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and Bromley's Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will attend Bromley training courses as necessary and the appropriate inter-agency training organised by

the Bromley Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications. The Head teacher and Family Liaison Officer have completed the Home Office WRAP Prevent Trainer Training and they in turn ensure that all staff are aware of their duty under the Prevent Strategy. All staff have completed the statutory training for 'Prevent' (September 2026.)

All staff receive:

- Safeguarding and Child Protection training at induction;
- Annual safeguarding updates;
- Prevent Duty training appropriate to their role;
- Additional updates through briefings, newsletters and safeguarding communications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow Bromley's 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 so as 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.

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.

Governors will receive safeguarding and Prevent training at induction and at regular intervals thereafter. The Governing Body will seek assurance that:

- Prevent procedures are effective;
- Staff receive appropriate training;
- Risk assessments are maintained;

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- Curriculum provision supports resilience to radicalisation;
- External speakers and visitors are appropriately vetted.

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. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, (Current statutory guidance)' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly 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. Review Governors will review this policy every year.

The school maintains a Prevent Risk Assessment which is reviewed annually and following significant local or national events. Findings inform training, curriculum planning and safeguarding arrangements.

"Our school has due regard to eliminate discrimination, advance equality of opportunity and foster good relations between all parties."

APPENDIX 1

EXCERPT FROM KEEPING CHILDREN SAFE IN EDUCATION Statutory Guidance for schools and colleges September 2026

Preventing Radicalisation

Children may be susceptible to radicalisation into terrorism. As with protecting children from other forms of harm and abuse, safeguarding children from the risk of radicalisation forms part of the school's wider safeguarding responsibilities.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty, and respect for people with different faiths, beliefs, cultures, backgrounds and protected characteristics. This also includes calling for the death of members of the armed forces.

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

Terrorism is an action that endangers or causes serious violence to a person or people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or intimidate the public and be made for the purpose of advancing a political, religious, racial or ideological cause.

The school recognises that radicalisation can occur through a variety of methods and settings, including online. This may include social media platforms, online forums, gaming platforms, messaging applications, livestreaming services, and other internet-based content. Staff will remain vigilant to indicators that a child may be vulnerable to radicalisation and will respond in accordance with the school's safeguarding procedures.

There is no single indicator that identifies whether a child may be susceptible to radicalisation into terrorism. Vulnerability may be influenced by a range of factors, including personal circumstances, family influences, peer relationships, online activity, and exposure to extremist ideology. Any concerns should always be considered within the wider context of the child.

It is possible to protect children from extremist ideology and intervene to prevent those at risk of radicalisation from being drawn into terrorism. As with other safeguarding risks, staff should be alert to changes in a child's behaviour, presentation, attitudes, or circumstances that may indicate they require help or protection.

Staff should exercise professional curiosity and judgement when identifying children who may be at risk of radicalisation and act proportionately. This may include sharing

concerns with the Designated Safeguarding Lead (DSL) or a Deputy DSL and, where appropriate, making a Prevent referral.

The Prevent Duty

All schools and colleges are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have **"due regard to the need to prevent people from becoming terrorists or supporting terrorism."**

This is known as the **Prevent Duty**.

The Prevent Duty should be viewed as part of the school's wider safeguarding responsibilities. The Designated Safeguarding Lead (DSL), Deputy DSLs, and other relevant leaders should be familiar with the most recent Prevent Duty Guidance and local safeguarding arrangements.

The DSL and Deputy DSLs will:

- Understand local procedures for making a Prevent referral.
- Work with relevant agencies where concerns regarding radicalisation are identified.
- Ensure concerns are assessed and responded to promptly and proportionately.
- Maintain appropriate records of concerns, actions taken, and outcomes.
- Ensure staff receive appropriate safeguarding and Prevent training so they can identify children who may be vulnerable to radicalisation and know how to respond.

Any concerns that a child may be vulnerable to radicalisation should be treated as a safeguarding concern and managed in line with the school's child protection procedures.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism.

Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required.

A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office.

Additional support

The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The Safeguarding and Prevent - The Education and Training Foundation (etfoundation.co.uk) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning has also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net)).

Appendix 2

Prevent Risk Assessment and Action Plan

Organisation: Raglan Primary School

Prevent Lead / DSL: Matt De Freitas

Date of Assessment: September 2026

Review Date: September 2027

Approved By: Governing Body Raglan Primary School

Purpose

This Prevent Risk Assessment has been completed in accordance with the Prevent Duty under Section 26 of the Counter-Terrorism and Security Act 2015. The assessment considers local, regional and national risks relating to radicalisation and extremism and identifies actions required to reduce vulnerability and safeguard learners, staff and the wider community. The Department for Education recommends that providers undertake a Prevent risk assessment and regularly review risks and mitigations. [\[gov.uk\]](#), [\[gov.uk\]](#)

This assessment will be:

- Reviewed annually.
- Reviewed following any significant local, regional, national, or international event that may increase the risk of radicalisation or extremist activity.
- Updated when changes occur within the organisation, community profile, safeguarding arrangements, or relevant legislation and guidance.

Findings from this assessment will inform:

- Staff training and professional development.
- Curriculum planning and learner awareness activities.
- Safeguarding policies and procedures.
- Partnership working with external agencies.
- Online safety and IT monitoring arrangements.

Current Risk Profile

National Risks

Current national threats include:

- Online radicalisation and extremist content.
- Islamist terrorism.
- Extreme right-wing terrorism.
- Mixed, unstable or unclear ideologies.
- Conspiracy-based extremist narratives.

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- Radicalisation through social media, gaming platforms and encrypted communication channels.

Local Risks

Potential local risks may include:

- Community tensions.
- Hate crime incidents.
- Political or international events affecting local communities.
- Online influence from extremist groups.
- Vulnerable learners experiencing isolation, discrimination, mental health difficulties, or social exclusion.

Risk Assessment Matrix

Area	Identified Risk	Current Controls	Risk Rating	Further Actions
Leadership & Governance	Prevent responsibilities not fully understood by leaders and governors	Prevent identified within safeguarding arrangements; named Prevent Lead appointed	Low	Annual governor briefing and Prevent update
Staff Training	Staff unable to recognise signs of radicalisation	Safeguarding and Prevent training provided	Medium	Annual refresher training and induction for new staff
Learner Awareness	Learners vulnerable to extremist narratives online	Curriculum promotes critical thinking, British Values and online safety	Medium	Expand awareness sessions and tutorial programme
Online Safety	Access to inappropriate extremist content	Filtering and monitoring systems in place	Medium	Review filtering effectiveness annually
Referral Processes	Staff unclear about referral routes	Prevent referral process included within safeguarding policy	Low	Reinforce procedures through safeguarding updates
External Speakers & Visitors	Exposure to extremist views	Visitor procedures and risk assessment process in place	Low	Ensure all speakers are appropriately vetted
Community Tensions	Local or global events increase risks	Monitoring of local safeguarding intelligence	Medium	Review risk assessment following significant events
Vulnerable Learners	Individuals susceptible to radicalisation	Early help and safeguarding support available	Medium	Strengthen intervention and mentoring support
Partnerships	Insufficient liaison with Prevent partners	Links with Local Authority and safeguarding agencies	Low	Maintain regular communication and updates

Key Indicators of Vulnerability

Staff should remain alert to individuals who may:

- Express support for extremist ideologies.
- Demonstrate intolerance of different faiths, cultures or beliefs.
- Access extremist literature, websites or online content.
- Show significant changes in behaviour or friendship groups.
- Become increasingly isolated.
- Repeat extremist narratives or conspiracy theories.
- Demonstrate a fixation on violence or grievances.
- Express a desire to travel to areas associated with extremist activity.

These indicators should always be considered within the wider safeguarding context.