



Tackling Extremism and Anti-Radicalisation Policy

Learning with love and Laughter

Policy written by:	Headteacher
Approved by Headteacher on:	March 2025
Approved by Governors on:	March 2025
Date of next review:	March 2027
Policy owner:	Headteacher
Location of policy School:	Website/intranet
Policy control record updated by Clerk to Governors:	Yes
Date of last amendments:	November 2025

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Tackling Extremism and Anti-Radicalisation Policy

Introduction

ASIS is fully committed to safeguarding and promoting the welfare of all its students. Every member of staff and volunteer recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Anti-Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

The Prevent duty means this school has 'due regard to the need to prevent people from being drawn into terrorism', under the Prevent Duty Guidance: England and Wales (2023) and Counterterrorism and Security Act 2015. The duty covers all types of extremism, whether political, religious or ideological and applies to our school.

The guidance, which explains the Prevent referral process and statutory responsibilities, includes:

- [An introduction for those with safeguarding responsibilities](#)
- [Understanding and identifying radicalisation risk in your education setting](#)
- [Managing risk of radicalisation in your education setting](#)
- [Making a referral to Prevent](#)
- [Prevent Duty Self-Assessment Tool for Schools \(see Appendix 3\)](#)
- [Case studies](#)

Links to other policies

The Tackling Extremism and Anti-Radicalisation Policy links to the following policies:

- Child Protection and Safeguarding Policy
- Whole-school Equality Policy
- Anti-bullying Policy
- Attitudes to learning and relationships Policy
- E-Safety Policy
- Safer Recruitment Policy
- Relationships and Sex Education Policy

The following national guidelines should also be read when working with this policy:

- The documents referenced above in the Introduction
- CONTEST - The UK's Strategy for Countering Terrorism. September 2023 (which supersedes CONTEST 2018 and Prevent Strategy 2011)
- PREVENT Duty Guidance for England and Wales, 2023
- The Prevent duty: departmental; advice for schools and childcare providers, 2023
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Channel Duty Guidance, 2023 (Channel and Prevent Multi-Agency Panel (PMAP) guidance)

- The school must promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and staff will not promote any partisan political views in the teaching of any subject in the school.

Personnel

Our DSL is Susannah Daniel - all concerns in relation to the Prevent duty should be shared with her as soon as possible.

Aims

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All staff and volunteers will have an understanding of what radicalisation, extremism and terrorism are and why we need to be vigilant in school and be provided with training to identify concerns.
- All staff and volunteers will know what the school policy is on tackling extremism, radicalisation and terrorism and will follow the policy guidance swiftly when issues arise, ensuring that students are fully supported in the process.
- All students will understand the dangers of radicalisation, exposure to extremist views and terrorism; building resilience against these and knowing what to do if they experience them.
- All parents/carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- All students will be kept safe and will be supported appropriately, according to their needs.

The main aims of this policy are to ensure that staff and volunteers are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

Definitions and indicators

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual tolerance of different faiths and beliefs. It also includes calls for death of members to the British armed forces, whether in the United Kingdom or overseas.

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

There are a number of behaviours which may **indicate** a student is susceptible to being radicalised or exposed to extreme views. These include:

Indicators of an identity crisis

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology

Indicators of a personal crisis

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations

- Perceptions of injustice
- Feelings of failure • Rejection of civic life

Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers'/adults' requests
- Condoning or supporting engagement with extremist ideologies or groups
- Condoning or supporting violence including physical or verbal assault
- Spending increasing time in the company of other suspected extremists
- Prejudicial provocative behaviour, ridicule or name calling

Procedures for referrals

Safeguarding children, young people and adult learners from extremism or radicalisation is no different to other types of safeguarding harms, many of which are interconnected. It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff and volunteers are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels (see Appendix 1: Dealing with referrals and Appendix 2: Flow chart for referrals).

We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff and volunteers must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

The Designated Safeguarding Lead for Child Protection and Safeguarding will deal swiftly with any referrals made by staff or volunteers or with concerns reported by staff. They should be aware of local procedures for making a Prevent referral. DSLs should exercise their professional judgment about whether a referral is appropriate, as they do for all other safeguarding risks. The DSL may also seek advice and guidance through the local authority, Department for Education and/or the police.

The Headteacher has overall responsibility for dealing with concerns about extremism and will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see Appendix 1: Dealing with referrals and Appendix 2: Flow chart for referrals).

As with any child protection referral, staff and volunteers must be made aware that if they do not agree with a decision not to refer; they can make the referral themselves.

Channel Panel 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 may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf

A Prevent referral is not an accusation of criminality and will not affect a person's education or career prospects (unless there is an escalation in concerns). Instead, it allows for their circumstances to be assessed and any relevant safeguarding support to be provided.

This guidance from the DfE also suggests whole school and individual interventions.

Find out more here: <https://www.gov.uk/guidance/making-a-referral-to-prevent>

The Headteacher, staff and volunteers

The Headteacher is the lead for referrals relating to extremism and radicalisation. In the unlikely event that she is unavailable, all staff and volunteers know the routes by which to make referrals to the local authority Channel Panel, [National Prevent Referral form](#) and Children's Social Care.

The Headteacher (DSL) will attend Prevent Duty training and cascade the training to all staff and volunteers or access whole staff training through the Local Authority Prevent Lead.

The Headteacher (DSL) will fulfil their duty to assess the susceptibility of students being drawn into extremism within the context of their school. This may take the form of a formal written Risk Assessment but will look at contextual safeguarding requirements of their school and its community (See Child Protection and Safeguarding Policy and the latest version of Keeping Children Safe in Education).

Staff and volunteers will be fully briefed about what to do if they are concerned about the susceptibility of radicalisation relating to a student, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

The Headteacher (DSL) will work with Children's Social Care or the local Channel Panel to decide the best course of action to address concerns which arise. Actions will be proportionate, and the school will work with external agencies, in a multi-agency approach, to seek a positive outcome for the child.

The Headteacher (DSL) will conduct a regular risk assessment to ensure that they are aware and are keeping up to date with the risks and potential risks affecting children and young people in their area.

The Governors will ensure that the policy is robust and current, and that procedures for the school are in line with the Local Authority.

Prejudicial behaviour can be a factor in radicalisation and extremism and with this in mind; the school has updated procedures for dealing with prejudicial behaviour, as outlined in the Attitudes to learning and Relationships Policy and Whole-school Equality Policy.

The role of the curriculum

Our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. We celebrate similarities and differences and offer a safe space within which to discuss sensitive topics such as extremism in all its forms.

The school is committed to promoting British values and builds resilience and understanding through relevant activities and syllabi that focus on democracy, diversity, mutual respect and healthy debate.

We teach students how to recognise and manage risk, think critically, and make reasoned arguments.

Our PSHE provision is embedded across the curriculum and provides students with time to explore sensitive and controversial issues, equipping them with the knowledge and skills to understand and manage difficult situations. We encourage students to develop positive character traits such as resilience, determination, self-esteem and confidence. We encourage students to set high standards and expectations for themselves.

Students are regularly taught about Online safety, how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Online safety

The school has IT policies and ensures that students are unable to access terrorist and extremist material when accessing the internet in school. Staff and volunteers are aware of the risks posed by the online activity of extremist and terrorist groups.

The Child Protection and Safeguarding Policy outlines the security measures we take in safeguarding our students.

All staff and volunteers must report any concerns they have to the Designated Safeguarding Lead as soon as possible.

Staff training

The Headteacher (DSL) will attend Prevent training as part of the planned training cycle. This training is cascaded to all staff and volunteers via the DSL or through the Local Authority Prevent Officer.

Through this face-to-face training we will ensure that our staff and volunteers are fully aware of:

- which students are likely to be vulnerable to or at risk of radicalisation, extremism or terrorism
- the threats, risks and vulnerabilities that are linked to radicalisation
- the process of radicalisation and how this might be identified early on
- aware of how we can provide support as a school to ensure that our students are resilient and able to resist involvement in radical or extreme activities.

Staff and volunteers who join mid-year will complete on-line training through the Home Office. The web address is <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Governors complete Prevent training when they join and review this every two years.

Additionally, the Home Office has developed three e-learning modules to support schools that they may include as part of their training cycle:

- [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.

Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance. Vetting and barring checks are undertaken on relevant people, including Governors and volunteers. (See Safer Recruitment Policy).

Visitors and the use of school premises

If any member of staff wishes to invite a visitor in the school, they must first gain approval from the Headteacher. All visitors will be subject to safeguarding checks (including DBS checks if appropriate) and photo identification. Students are NEVER left unsupervised with unvetted people, and external visitors, regardless of safeguarding check outcomes, will be monitored or supervised by school staff.

Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs is/are and how to report any concerns which they may experience.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in keeping with the Tackling Extremism and Anti-Radicalisation Policy, the school will contact the police and terminate the contract.

School trips and potential terrorist attacks

There has been an increasing number of terrorist attack at public events and densely populated tourist areas, both in the UK and internationally. When planning a school trip to a high-risk area, particularly those abroad, the school will adhere to any guidance provided by the Local Authority or from government sources regarding threat level alerts.

Useful websites

Guidance on school trips can be found on the [Pharos Response](#) site.

The National Counter Terrorism Security Office (NaCTSO) has published advice on recognising terrorist threats. It says that you can check current threat levels in the terrorism and national emergencies area on the [GOV.UK website](#), and on the [MI5 website](#).

The GOV.UK website says that the government will [issue a warning to the public](#) if that is the best way to protect a community or place facing a specific threat.

Review

The Tackling Extremism and Anti-Radicalisation Policy (the PREVENT Duty) will be reviewed every two years unless guidance changes.

Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a student is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour, the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the Headteacher (DSL).
- All incidents will be fully investigated and recorded onto CPOMs. • All incidents will follow the PREVENT procedures laid out in Appendix 2.
- Where a concern has been reported but the Head (DSL) concludes that there is a miscommunication or misunderstanding, they will document the incident on CPOMs and monitor the situation.
- Where the incident is found to be racial, school staff will contact the parents/carers. The incident will be discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident. If at this point it is assessed that there is more to it as a result of conversing with the parent/carer, it might warrant a further referral. A note of this meeting is kept alongside the initial referral in CPOMs.
- The Headteacher (DSL) will follow-up any referrals after the incident to assess whether there is a change in behaviour and/or attitude and all support required has been offered. A further meeting with parents/carers would be held if there is not a significant positive change in behaviour.
- NB Where the incident is judged to be showing evidence of radicalisation or extremism, refer directly to the Local Authority PREVENT Officer. It might be that the family/student is already under investigation and part of a live case. School conversing with parents/carers might severely jeopardise the case. They are in the best place to decide how to follow it up. The PREVENT Officer might request the school to follow up at this point.

Appendix 2: Prevent procedures



Appendix 3: Prevent duty self-assessment tool for schools (DfE)

This guidance applies to schools in England identified in Ofsted's education inspection framework, including:

- local-authority-maintained schools
- academies
- non-association independent schools
- registered early years settings

This self-assessment tool has been designed to assist schools in England to review their Prevent related responsibilities in line with:

- Section 26 of the Counter Terrorism and Security Act 2015 (CTSA)
- Ofsted's Education Inspection Framework (EIF) 2022

The tool helps schools to understand how well embedded their existing policies and practices are, and to encourage a cycle of continuous review and improvement.

Use of the tool is not mandatory but contains both requirements and recommended good practice activities to meet those requirements. The tool should be read in conjunction with the Prevent duty guidance and the Education Inspection Framework (EIF)

Find the self-assessment tool here: <https://www.gov.uk/government/publications/prevent-dutyselfassessment-tool-for-schools>

Appendix 4: Helpful websites

PREVENT for schools http://www.preventforschools.org/?category_id=40

Educate Against Hate - Prevent Radicalisation & Extremism <https://educateagainsthate.com/>

PREVENT and schools - resources and lesson plans | LBHF

<https://www.lbhf.gov.uk/childrenand-young-people/schools-and-colleges/school-staff-zone/preventand-schools/prevent-and-schoolsresources-and-lesson-plans>

PREVENT resources - Mary Myatt Learning <https://www.marymyatt.com/>

PREVENT resources for post-16 learners to be developed by ETF - The ...

<http://www.etfoundation.co.uk/news/etf-develop-resources-preventing-extremism-embedding-british-values-post16-learners/>

Preventing Radicalisation Resources | Safeguarding in Schools ...

<https://education.gov.scot/improvement/learning-resources/safeguarding-prevent-in-education>

PREVENT duty which covers the Prevent information

<https://www.educare.co.uk/resources/what-is-the-prevent-duty>

The PREVENT Duty and Controversial Issues: creating a curriculum response through citizenship <https://www.teachingcitizenship.org.uk/resource/prevent-duty-and-controversial-issuescreatingcurriculum-response-through-citizenship>

Thinkuknow - home <https://www.thinkuknow.co.uk>

Let's Talk About It - PREVENT <https://www.ltai.info/>