

PREVENTING EXTREMISM AND RADICALISATION POLICY

This policy applies to all Schools within the Royal Russell Trust Group of Schools.

This policy covers all pupils from age 3 – 19 years across all schools within the trust, and is linked with the Safeguarding Policy (including Child Protection).

The National Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. The Royal Russell Trust, working with other local partners, families and communities, seeks to play a key role in ensuring that the pupils who attend the school or use its services are safe from the threat of terrorism.

While we have assessed the risk to be low, ongoing monitoring will be a formal part of the Health and Safety Meetings; risk assessments and associated records will be maintained by the Director of Operations and the Designated Safeguarding Leads.

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives, including non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

PREVENT has a strong link to safeguarding because vulnerable young people and adults can be susceptible to radicalisation and recruitment into terrorist organisations. All those in the private, voluntary and independent sector providing services or out of school activities for children and young people have a duty under the Counter Terrorism and Security Act 2015 (Section 26), to prevent children and young people from being drawn into terrorism.

[‘Safeguarding Children Exposed to Extremist Ideology: Practice Guidance’](#) published by the London Safeguarding Children Board has been adopted by the Croydon Safeguarding Children Board, and this policy pays due regard to this guidance.

DEFINITION:

When operating this policy we use the KCSIE definition of extremism, which is:

“the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs. This also includes calling for the death of members of the armed forces. (KCSIE September 2025)

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

The full Government Prevent Strategy can be viewed at:

- [The Prevent duty: safeguarding learners vulnerable to radicalisation](#) (September 2023)
- [Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism](#) (December 2023)

STATEMENT:

The Royal Russell Trust is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school 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.

In adhering to this policy and procedures, staff and visitors will contribute to our school's delivery of the outcomes to all children, as set out in Section 10 (2) of the Children Act 2004¹. This 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 Section 175 of the Education Act 2002 (Section 157 of the Education Act 2002).

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws on:

- Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)
- KCSIE 2025
- DfE Resource '[Learning Together to be Safe](#),' '[Prevent: Resources Guide](#),' '[Tackling Extremism in the UK](#)'
- Counter terrorism and Security Act 2015
- Working together to safeguard children 2026

AIMS:

- 1 The first is to ensure the safety and well-being of all members of the School community whilst maintaining an appropriate educational environment in which all can learn and succeed. Schools within the Royal Russell Trust should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- 2 The second is to realise there is no place for extremists' views of any kind in our schools, whether from internal sources – pupils, staff or governors, or external sources – school community, external agencies or individuals. Our pupils see our schools as safe places where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

INTRODUCTION:

As a trust, 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.

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

We are also 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,. These views if displayed by pupils or staff will

always be challenged, and, where appropriate, dealt with in line with our Behaviour and Discipline Policies for pupils and the Code of Conduct for staff.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral. (KCSIE 2025)

As part of its wider safeguarding responsibilities, the school will remain alert to a range of indicators that a pupil may be at risk of radicalisation. These may include:

- Racist or extremist graffiti, symbols, artwork, writing or comments made in school
- Pupils speaking out, writing, or voicing opinions drawn from extremist ideologies or narratives, including anti-Western or anti-British views
- Use of extremist or 'hate' terms to exclude others or incite violence
- Attempts to impose extremist views or practices on others
- Intolerance of difference, whether secular or religious, or views based on (but not limited to) gender, disability, homophobia, race, colour or culture, in line with the school's Equalities Policy
- Extreme comments shared on social media
- Pupils accessing extremist material online, including via social networking sites
- Distribution of extremist or terrorist propaganda among other pupils
- Disclosure by pupils of exposure to the extremist actions, views or materials of others outside school (e.g. in the home or community groups), particularly where the pupil has not actively sought this out
- Association with individuals known to be involved in extremism, including through online contact
- A significant shift in a pupil's behaviour or outward appearance, particularly where this involves conflict with family and/or faith groups
- Disguising or concealment of a pupil's identity
- A simplistic or flawed understanding of religious, political or global issues
- The presence of a significant adult or peer in the pupil's life who holds extremist views or sympathies
- Parental reports of concerning changes in behaviour, friendships or actions, and requests for school support
- Concerns or intelligence shared by partner schools, local authority services, or the police regarding pupils in other settings
- Travel for extended periods to international locations known to be associated with extremism

The school recognises that some pupils may be more susceptible to influence, while avoiding over-simplified assumptions about 'vulnerability'. Contributory factors may include:

- An identity crisis, including distance from cultural, religious or community heritage, or rejection by peers, family or faith groups
- A personal crisis, such as family tension, social isolation or friendship difficulties
- Personal circumstances including migration or experiences of racism
- Unmet aspirations
- Involvement in, or exposure to, criminality
- Experience of poverty, disadvantage, discrimination or social exclusion

Critical risk factors include:

- Contact with extremist recruiters
- Articulation of support for extremist causes or leaders
- Possession of extremist literature or materials
- Use of extremist narratives or global ideologies to justify personal disadvantage
- Justification of violence as a means to address societal or political issues
- Membership of extremist organisations

The school will engage actively with parents and guardians to share information and work in partnership to reduce and manage the risk of radicalisation.

IF YOU HAVE A CONCERN

If there is an immediate risk to life or serious harm, call 999. For non-emergency police advice, call 101. If you have information relating to terrorism, call the Anti-Terrorist Hotline on 0800 789 321.

If you have a concern that a child or young person may be vulnerable to being drawn into terrorism or extremism, contact Royal Russell / St David's Safeguarding team who will then assess the situation.

Making a Referral and Finding out More

- For enquiries and referrals, contact Mr Haydar Muntadhar - Croydon's Hate Crime and Prevent Manager. Contact details: Email: Haydar.Muntadhar@croydon.gov.uk Tel: 07562 438898 or email channel@croydon.gov.uk.
- The Metropolitan Police has a dedicated anti-terrorist hotline: 0800 789 321 or report using the online form here [Report Extremism in Education - Start](#)
- You can dial 101 (non-emergency police telephone number) to find out more around the Prevent strategy or to express concerns about links to terrorism or violent extremism.
- Educate Against Hate (<https://educateagainsthate.com>) has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people.

SUPPORTIVE INTERVENTIONS

Our schools will closely follow any locally agreed procedure as set by the Croydon Safeguarding Children Partnership's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the LA Channel process.

Channel is the multi-agency approach to protect people at risk from radicalisation and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.

Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:

Multi-Agency Safeguarding Hub (MASH) Concerned about a child? Croydon Council	mash@croydon.gov.uk 020 8255 2888 (Mon-Fri, 9-5) Out of hours 0208 726 6400
The Department for Education's due	0207 340 7264

Diligence and counter Extremism Group Helpline	
Channel	Channel@croydon.gov.uk
Report suspicious activity to MI5:	https://www.gov.uk/report-suspicious-activity-to-mi5
Anti-terrorist hotline	0800 789 321 or 0800 7893219
Crime Stoppers	0800 555 111
DfE Dedicated Hotline (Staff and Governors Advice Line)	020 7340 7264 counter.extremism@education.gov.uk
To report any online terrorist-related material:	https://www.gov.uk/report-terrorism

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 schools, this will be achieved by good teaching, primarily via PSHE and assemblies 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. The leadership team in each school is responsible for the oversight of Prevent in the curriculum.

We will ensure that all our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all our staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues to become even more relevant to the current issues of extremism and radicalisation. We will:

- Facilitate a 'safe space' for dialogue, and openness
- Equip our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our schools so that the pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

This will work in conjunction with our schools' approach to the spiritual, moral, social and cultural development of pupils as defined in ISI's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue, not violence, as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focused educational programmes.

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

At our schools, we will promote fundamental British values, the values of democracy, the Rule of Law, individual liberty, mutual respect and tolerance for those with difference faiths and beliefs. We

will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

RISK ASSESSMENT

We should be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people using social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we should be alert to changes in children's behaviour which could indicate that they may need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Procedures are in place for protecting children at risk of radicalisation. These procedures are set out in existing safeguarding policies.

Lettings are vetted and monitored by the school HR Manager, who is directly line-managed by the Director of Operations.

USE OF EXTERNAL AGENCIES AND SPEAKERS

We encourage the use of external agencies or speakers to enrich the experience 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 message 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 all pupils.

The leadership teams in each of our schools will, therefore, 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 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 schools 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.

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 of pupils, and staff will be encouraged to make use of our internal systems to whistle-blow or raise any issue in confidence. Please refer to our Whistle-Blowing Policy.

CHILD PROTECTION

Please refer to our Safeguarding and Child Protection Policy alongside this advice.

Staff at our schools 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 from 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 our school (including visiting staff, volunteers, contractors and pupils on placements) 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.

IT POLICIES

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Acceptable Use Policies for staff and for pupils support this.

We ensure that suitable filtering is in place with Securly, and Censornet alerts are monitored and discussed with the Designated Safeguarding Lead.

ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead is the main point of contact 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

At our schools, safeguarding training for all staff takes place regularly. All staff will receive Prevent awareness training as part of induction and regular safeguarding updates. DSLs and any staff with responsibility for referrals will complete the relevant Prevent referrals training and refresh this in line with school and local safeguarding requirements.

The Safeguarding Team will attend training courses as necessary and appropriate. Again, this will include training on extremism and radicalisation and its safeguarding implications.

All staff are to complete the Educare module on Prevent as part of their Induction programme.

RECRUITMENT

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow LA 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 school's 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 on-going culture of vigilance within our school and staff team, we will minimise the opportunities for extremist views to prevail.

EQUALITY AND DIVERSITY

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

ROLE OF GOVERNING BODY

The Governing Body of our schools 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.

Mrs Jennifer Smith is the Governor with responsibility for oversight of this policy and associated procedures within our schools.

The Governing Body of our schools will support the ethos and values of our schools 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 2025', the Governing Body will challenge the School's Leadership Team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy 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.

The Headmaster will actively evaluate the effectiveness of this policy by monitoring the **RR Trust** staff group's understanding and the application of the procedures within this policy and their overall duty to safeguard children.

LINKS:

This policy links with:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Exclusion Policy
- Send & Inclusion Policy
- Equal Opportunities Policy
- Staff/Student Code of Conduct
- PSHE Policy and Schemes of Work
- Guidelines for visiting speakers
- Whistle blowing Policy
- Child on Child Abuse Policy

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Reviewed and approved	EWC	May 2025
Reviewed and approved	Board	June 2025
Reviewed	SPO/SLT/JS	April 2026
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Next review		April 2027