"Together, we inspire a lifelong love of learning."

Longnor CE Primary School

Preventing Extremism and Radicalisation Policy

June 2025

Reviewed by: L. Edgerton Position: Head teacher	Date: Approved by:

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Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working in Longnor School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

When operating this policy, Longnor School uses the following 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'.

In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. The full Government Prevent Strategy can be viewed at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

This policy draws on both statutory and non-statutory guidance:

Statutory Duties

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2024)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2018)

Non-statutory Guidance

- The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2015)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Other related policies within school

- E Safety and Acceptable Use Policy (ICT) policy
- Positive Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Personal, Social and Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff code of conduct/ staff behaviour Policy
- Visitors Code of Conduct
- Whistle-blowing Policy

At Longnor School we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students 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 students.

1 Roles and responsibilities

1.1 Role of the Governing Body

It is the role of the governing body to ensure that that the school meets its statutory duties with regard to preventing radicalisation.

1.2 Role of the headteacher

It is the headteachers role to:

- Ensure that the schools and its staff respond to preventing radicalisation on a day-to-day basis
- Ensure that the school's curriculum addresses the issues involved in radicalisation
- Ensure that staff conduct is consistent with preventing radicalisation
- Report to the governing body on these matters

1.3 Role of Designated Safeguarding Lead

It is the role of the safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability of radicalisation and know how to refer their concerns
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Making referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and police
- Offer support and advice to staff

1.4 Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise signs of vulnerability or radicalisation and know to refer concerns to the designated lead promptly.

1.5 Curriculum and teaching approaches

We will ensure that all of our teaching approaches helps 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 recognise extremism and are skilled and confident enough to challenge it.

We will 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 may make it harder for them to challenge or question these radical influences. In our school, this will be achieved primarily through PSHE and RE.

We will be flexible to adapt our teaching approaches, as appropriate, so as to address specific issues as to become even more relevant to the current issues of extremism and radicalisation.
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 restorative approach addressed through the curriculum and the behaviour policy

At Longnor School, we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different 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 not faith. It is indeed our most fundamental responsibility to keep out students safe and prepare them for life in modern multi-cultural Britain and globally.

1.6 IT

At Longnor School, we will ensure that children are safe from terrorist and extremist material when accessing the internet in school by having secure filters which will block inappropriate content.
Pupils and staff are aware of the procedures in school for reporting any concerns relating to inappropriate content found on the internet.
Pupils and staff are asked to sign the Acceptable Use Policy (AUP) to confirm that they understand what is acceptable.
Staff have read and understand 'How Social Media is used to encourage travel to Syria and Iraq – Briefing note for schools DfE 2015'.

1.7 Staff training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. All staff attended a Workshop to Raise Awareness of Prevent (WRAP) on 26.1.16. New members of staff accessed the training on The National College.
Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism as set out in Appendix 1.

The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel. Staff at Longnor School have completed this and for those staff that are new in post will as part of their induction complete this - accessed at https://www.elearning.prevent.homeoffice.gov.uk/screen2

1.8 Working in partnership

We will work in partnership with local partners, families and communities in our efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty.

Longnor School will engage effectively with parents/families to assist and advise of support mechanisms if concern is raised.

The school will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Children Board.

1.9 Use of external agencies and speakers

At Longnor School, we encourage the use of external agencies or speakers to enrich the experiences of our pupils. We will ensure that any visitor coming into the school has been 'checked' appropriately in accordance with Keeping Children Safe in Education 2024. 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 schools values and ethos.

2.0 Referral process

If a member of staff has a concern about a particular pupil/s they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Child Protection/safeguarding policy.

The designated lead should contact West Mercia Prevent Team:

- Detective Sergeant Stuart Clark, 01386 591835
- PC Manjit Sidhu, 01386 591815

The Prevent Team email is: prevent@warwickshireandwestmercia.pnn.police.uk

3.0 Monitoring and review

This policy will be reviewed annually by the Governing body but may need to be adapted as and when new guidance or policy is released.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

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

A**ppendix 1**

Recognising the indicators of vulnerability to radicalisation

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student/pupil distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special educational needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.