



Tackling Radicalisation and Extremism Policy

This policy is prescribed by The Good Shepherd Trust and is non-statutory. All references to 'the Trust', includes all Trust schools and subsidiary organisations.

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Is this policy statutory? Yes

Author: Head of I, S and W

Local author*: Headteacher

*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	07/04/2021	A Johnston	n/a	Minor updates and typos to reflect reviewed documentation, CPOMS and Educare.
2	29/08/2023	L Tedbury	n/a	Minor updates to reflect reviewed wording and updated hyperlinks.
3	06/12/2025	L Tedbury		Logo updated. Updated to an overall Trust policy, without need to localisation. Definitions and other wording updated in line with KCSIE 2025. Links to guidance updated.
4	02/03/2026	F Mackrory		Corrected header

It is the intention of the trust that this policy reflects our vision of "Flourishing Together" and our values of kindness, integrity and resilience.

Tackling Extremism and Radicalisation Policy

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1. POLICY STATEMENT

The Good Shepherd Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and 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.

2. LINKS TO OTHER POLICIES

This policy should be read in conjunction with the Prevent Risk Assessment .

This policy has links to several other policies including:

- Safeguarding and Child Protection Policy
- Single Equalities Policy
- Freedom of Expression
- Visitors Policy and Visiting Speakers Agreement
- Lettings Policy

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

- Prevent Duty [Guidance](#) (2023 at time of revision)
- [Keeping Children Safe in Education DfE \(2025 at the time of revision\)](#)
- [Working Together to Safeguard Children DfE \(2023 at time of revision\)](#)
- [Promoting fundamental British values as part of SMSC in schools \(2014 at time of revision\)](#)

3. AIMS AND PRINCIPLES

- 3.1 This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extremist views. We recognise that we are well placed to be able

to identify safeguarding issues and this policy clearly sets out how schools within The Good Shepherd Trust will deal with such incidents, and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:

- All teaching and non-teaching staff, will have an understanding of what radicalisation and extremism is and why we need to be vigilant.
- All teaching and non-teaching staff will know what the policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly if issues or concerns arise.
- All pupils will be taught about the dangers of radicalisation and exposure to extremist views at an age-appropriate level; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that we have policies in place to keep pupils safe from harm and that the Trust regularly reviews its systems to ensure that they are appropriate and effective. The Trust and every school/college will have a clear safeguarding page on their website with links to all appropriate policies and contacts.

3.3 The main aims of this policy are to ensure that staff 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 pupils are kept safe from harm.

4. DEFINITIONS AND INDICATORS

- 4.1 **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence.
- 4.2 **Extremism** is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- 4.3 **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 or ideological cause.
- 4.4 Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, [there are factors that may indicate concern](#).

5. PROCEDURES FOR REFERRALS

- 5.1 It is important that we are constantly vigilant and remain fully informed about the issues which affect the local area and the society in which we teach and learn. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally curious' where concerns arise, referring any concerns through the appropriate channels. (See Appendix 1 – Dealing with referrals)
- 5.2 We believe that it is possible to protect people from extremist ideology 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 a deputy) making a Prevent referral.

- 5.3 Each school will appoint a Single Point of Contact (SPoC), who will also be a Designated Safeguarding Lead (DSL). However, members of the Senior Leadership Team (SLT) and other trained DDSLs and will deal swiftly with any referrals made by staff or with concerns reported by staff, parents or other individuals. Aspects of the SPoC's role description can be found in Annex B [of Keeping Children Safe in Education](#) (KCSIE). The SPoC/DSL or other DDSL's in their absence, 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)
- 5.4 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be provided with the contact details to do this via the Child Protection and Safeguarding Policy and procedures.
- 5.5 If staff have a concern about the views being expressed by a visitor/visiting speaker, they should immediately refer this to the SPoC or a DDSL. See Trust Visitors Policy and Visiting Speaker Agreement for further details.

6. THE ROLE OF THE CURRICULUM

- 6.1 Our curriculum is broad and balanced and promotes fundamental British Values. Children 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.
- 6.2 Our Personal Social Health Education (PSHE) and Spiritual Moral Social Cultural (SMSC) provision is embedded across the curriculum. It is linked to our collective worship/assembly programme and underpins the ethos and values of the school/college. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.
- 6.3 Children are regularly taught about 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.

7. STAFF TRAINING

Through INSET opportunities in the school/college, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities. All staff and Local Committee members are required to undertake specific training on Prevent, every two years.

9. VISITORS AND THE USE OF SCHOOL PREMISES

If any member of staff wishes to invite a visitor into the school/college, they must first undertake a vetting process and seek the approval of the Headteacher.

Please see the Visitors Policy and Visiting Speakers Agreement for further information.

10. ADDITIONAL MATERIALS

10.1 See Appendix 2 for further reading

Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child 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 and immediately to the SPoC or another DSL/DDSL in their absence, concern will be recorded on CPOMS.
- All incidents will be fully investigated and recorded and will be kept in line with procedures for any other safeguarding incident.
- Unless contacting the parents/carers would place a child at risk of harm, parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral on CPOMS.
- The SPoC or DDSL will follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to Children's Services and/or the Police and/or Prevent .

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from becoming terrorists or supporting terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare).

The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments. The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

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 multiagency 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.

Appendix 2 - Additional materials

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.

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 \(lgfl.net\)](#))
