



**Stowupland**  
High School

## Anti-Radicalisation Policy

	Date of Review	Committee	Lead	Next Review	Comments
<b>V1</b>	Revised Policy	LIB	Designated Safeguarding Lead	September 2025	
<b>V2</b>	June 2026	RIB	Designated Safeguarding Lead	June 2027	



## **Definition of a Parent**

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Stowupland High School is fully committed to safeguarding and promoting the welfare of all of its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Stowupland High School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and respect, and tolerance of those with different faiths and beliefs.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (most recent edition) which means they must work to prevent children from being drawn into extremism.

### **The Stowupland High School Anti-Radicalisation policy statement links to the following policies:**

- Safeguarding and Child Protection Policy
- Online safety Trust Statement
- Acceptable use IT Charter
- Anti-bullying policy

## **Aims and Principles**

The main aims of this policy statement 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 safe from harm.

The principle objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

## **Statutory Duties**

The duty to prevent children and young people from being radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015, as amended)
- Keeping Children Safe in Education (most recent edition)
- PREVENT duty guidance (2023 update)
- Working Together to Safeguard Children (2026)

## **Definitions and risk indicators**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

**Extremism** is defined as the holding of extreme political or religious views. It is defined by the Government in the Prevent Strategy as the '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.

**Extremism** is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which: Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;  
or
- Foster hatred which might lead to inter-community violence in the UK.

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.

Indicators of vulnerability include:

- Identity Crisis
- Personal Crisis
- Personal Circumstances
- Unmet Aspirations
- Experiences of Criminality
- Special Educational Need

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

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

### **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. These include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

### **Recognising Extremism**

- Early indicators of radicalisation or extremism may include:
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes

- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **Freedom of Speech and Expression**

Stowupland High School upholds freedom of speech and the right to express beliefs and opinions as fundamental British values. Both students and staff are encouraged to share their views respectfully and responsibly. However, this freedom is not absolute. Speech that seeks to manipulate, incite violence, or harm others is not tolerated and is subject to legal and safeguarding frameworks. All expressions must align with laws on equality, human rights, and community cohesion.

The threat of terrorism in the UK includes the risk that vulnerable individuals may be exploited and drawn into extremist activity. The growing normalisation of extreme views can increase the likelihood that children and young people become targets for manipulation. At Stowupland High School, we recognise this as a serious safeguarding issue and are committed to identifying and addressing any signs of radicalisation early.

In line with DfE guidance on political impartiality (2022), staff will ensure that discussions around extremism, terrorism, and political ideologies are presented in a balanced and age-appropriate manner. Pupils will be taught to critically evaluate information and understand multiple perspectives.

### **Risk**

The school governors, the Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the use of school premises by external agencies, integration of pupils by gender and SEN, safeguarding concerns raised, our anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual 175 return that is monitored by the local authority.

### **Procedures for Referrals**

Staff must stay alert and informed about local safeguarding risks and are reminded to take the view that 'it could happen here'. Staff members with concerns that a pupil may be at risk of radicalisation or involvement in terrorism, should speak to the Designated Safeguarding Lead (as PREVENT Lead) or a member of the safeguarding team. As with all safeguarding referrals, follow-up by the school to each referral is determined by the actions and advice of the relevant external agencies.

Advice regarding any concern relating to anti-radicalisation can be sought from the MASH Professional Consultation Line on 0345 606 1499.

Concerns about adults working in the school community, will be referred to the LA and through the appropriate channel.

The process for the referral of a concern is outlined later in the policy.

### **The Role of the Curriculum**

The Stowupland High School's curriculum promotes respect, tolerance, and diversity. Pupils are encouraged to express their views while understanding the importance of respecting others' beliefs.

Our PSHEe, Citizenship, and SMSC education is embedded throughout the curriculum and supports the school's ethos. Each year group completes a dedicated task during registration to explore extremism and British values such as democracy. These themes are also reinforced through regular assemblies.

Pupils are taught how to stay safe online, including recognising misleading content and seeking adult support if they encounter anything concerning.

Students are encouraged to participate in shaping the school's approach to promoting British values and countering extremism through student feedback. This helps ensure that the policy remains relevant and responsive to pupil perspectives

### **Internet Safety**

Filtering systems are used to block harmful and extremist content online, including access to social media platforms like Facebook. All internet activity is monitored, and ICT staff alert senior leaders to any concerns or newly accessed sites. All alerts via the schools filtering and monitoring systems of Imperio are triaged daily by a member of the safeguarding team. These are then followed up by that team and any relevant action implemented. It may be a restorative conversation, parent contact or restriction on their IT use or even suspension and referral to MASH/ Channel. All concerns are documented on the schools safeguarding software.

Staff, students, and visitors must report any unblocked extremist content to a senior member of staff.

We recognise that pupils may access unfiltered internet via personal devices. Staff remain vigilant, and pupils are taught how to report inappropriate or concerning online content.

### **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (most recent edition). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

### **Staff Training**

All staff receive Prevent training as part of their induction and annual training. Updates are also disseminated via weekly staff updates from the DSL team. The safeguarding team stay up to date by completing the DFE refresher training every two years. Additional training is arranged promptly when updates or further support are needed.

### **Visitors and Visiting Speakers**

All visitors are informed of the school's safeguarding and child protection policies upon arrival. They are provided with guidance on how to report any concerns related to pupil welfare. This is clarified in the Safeguarding policy.

Strict procedures are followed to ensure all visiting speakers are appropriate and aligned with the Prevent Duty.

All speakers must be approved by the Principal in advance.

Speakers are vetted, informed of the school's safeguarding expectations, and must be supervised at all times. No speaker may address students without a staff member present.

### **The Wider School Community – 'No platform of extremists'**

To support the Prevent agenda, Stowupland High School ensures that its sports facilities are not used for events that promote intolerance or extremist views. The Sports Centre Manager will consult the Safeguarding Team on any concerns, and referrals to external agencies will be made if necessary.

### **Policy Review**

The Anti-Radicalisation policy statement will be reviewed annually as part of the overall Safeguarding policy review. As part of the annual review, the school will evaluate the effectiveness of anti-radicalisation measures through feedback, incident tracking, and analysis of referral outcomes. Findings will inform updates to training, curriculum, and safeguarding procedures.

### **ROLES AND RESPONSIBILITIES OF THE PREVENT LEAD**

The Prevent Lead is responsible for:

- Acting as the school's main point of contact for concerns related to radicalisation and extremism.
- Ensuring all staff are aware of the Prevent Duty and their safeguarding responsibilities.
- Promoting awareness of radicalisation risks and the school's safeguarding procedures.
- Monitoring the impact of the curriculum and assemblies in promoting tolerance and community cohesion.
- Coordinating referrals to the Channel programme and attending relevant multi-agency meetings.
- Sharing and collating relevant information in a timely and secure manner.
- Reporting progress and outcomes to the Channel Coordinator
- Safeguard individuals who may be more vulnerable to being radicalised
- Provide early intervention to reduce risk of radicalisation

### **GUIDANCE ON PREVENT AND THE CHANNEL PROGRAMME**

**Prevent** is the UK government's strategy to stop individuals from becoming involved in terrorism or supporting extremist ideologies. It focuses on early intervention and operates within a safeguarding framework.

**Channel** is a voluntary, multi-agency programme that supports individuals at risk of radicalisation. It provides tailored support based on personal circumstances, which may include mentoring, education, or mental health services.

**Key Points:**

- Channel is led by local authorities and includes professionals from education, health, police, and social care.
- Referrals can be made by anyone and are assessed for suitability before being discussed by the Channel Panel.
- Participation is voluntary and requires the individual’s consent.
- The process is designed to safeguard, not criminalise, and aims to divert individuals from extremist influences.

If you are concerned about someone being radicalised, follow your school’s safeguarding procedures or contact the local Prevent team or police for advice.

