



'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Preventing Extremism and Radicalisation Policy and Procedure

Five Rivers Child Care Ltd

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Policy

1.1 Policy Statement

Our schools are fully committed to safeguarding and promoting the welfare of all students. We recognize that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. This policy outlines our approach to preventing extremism and ensuring that students are protected from all forms of radicalisation

1.2 Terms and Definitions

The below table sets out a number of terms and definitions used within this document:

Term	Definition
Nil	

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention Policy.

1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

1.5 Aims

- To ensure all staff understand their responsibilities in preventing extremism and radicalisation.
- To provide a safe environment where students can discuss controversial issues openly.
- To build resilience in students against extremist ideologies.
- To identify and support students who may be vulnerable to radicalisation.

2. Preventing Extremism and Radicalisation Procedure

Extremism and Radicalisation

Extremism and radicalisation form a key part of the school's safeguarding responsibilities. The school recognises its duties under the Prevent Duty (Counter-Terrorism and Security Act 2015) and the updated Prevent Duty Guidance (2023), which requires schools to have due regard to preventing people from being drawn into terrorism.

Radicalisation risks can emerge where children and young people are susceptible to extremist ideologies, particularly in the context of online environments, social influences or personal vulnerabilities. Staff should be alert to changes in behaviour, attitudes or presentation that may indicate a safeguarding concern.

The school acknowledges that preventing radicalisation is part of a whole-school safeguarding approach, closely aligned with child protection, online safety and behaviour policies.

British Values

As part of safeguarding and SMSC provision, the school promotes the following fundamental British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

These values help build pupils' resilience to extremist ideologies.

Prevent within CONTEST

The Government's counter-terrorism strategy (CONTEST) includes:

- **Prevent** – stopping people from becoming terrorists or supporting terrorism

- **Pursue** – stopping terrorist attacks
- **Protect** – strengthening protection against attacks
- **Prepare** – mitigating the impact of attacks

The school's responsibilities are primarily linked to the Prevent strand.

In line with updated guidance, the school recognises the following key priorities:

Tackling ideological causes of terrorism (understanding how extremist ideas develop)

Early intervention where individuals may be susceptible to radicalisation

Reducing permissive environments where extremist views could be expressed unchallenged

Recognising the growing role of online platforms in radicalisation

Whole-School Responsibilities

We ensure we have appropriate safeguarding arrangements to protect pupils from radicalisation and extremism as part of our wider safeguarding responsibilities and that pupils are encouraged to develop respect for democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

A Prevent risk assessment is in place, reviewed regularly, and used to inform actions and training, as well as high supervision of pupils using online technology.

All staff receive appropriate Prevent training and understand the local referral process, including Channel.

All staff will:

- Understand what extremism and radicalisation are
- Be aware of the school's procedures and act on concerns promptly
- Recognise signs of pupils who may be susceptible to radicalisation
- Promote a culture of respect, inclusion and critical thinking

Pupils will:

- Be taught about the risks of extremism and radicalisation
- Understand how to stay safe online
- Know how to report concerns

2.1 Definition of Extremism

Extremism is defined as:

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.

2.2 Radicalisation

The process by which a person comes to support terrorism and extremist ideologies.

2.3 Definition of Terrorism

An action that endangers or causes serious violence to people or property, or seriously interferes with or disrupts an electronic system, intended to influence the government or intimidate the public.

2.4 Indicators of vulnerability (signs and symptoms) include:

There is no single profile for a child who may be susceptible to radicalisation. Staff should use professional judgement and consider patterns of behaviour.

Possible indicators include:

- Identity and Emotional Factors
- Sense of isolation or lack of belonging
- Low self-esteem
- Identity crisis or confusion
- Disengagement from family or peer groups

Personal Circumstances

- Family tensions or significant life changes
- Experiences of discrimination or grievance
- Cultural or community-related pressures

Behavioural Concerns

- Sudden changes in behaviour or appearance
- Fixation on extremist ideas or narratives
- Justification of violence
- Withdrawal from usual activities

Higher-Risk Indicators

- Contact with extremist individuals or groups
- Accessing extremist content online
- Sharing or creating extremist material
- Attempting to join extremist organisations

The internet is recognised as a **primary pathway to radicalisation**, so online behaviour is a key risk area. We have suitable **online safety, filtering and monitoring systems** to reduce the risk of pupils accessing extremist content.

All concerns must be reported to the **Designated Safeguarding Lead (DSL)**.

Protective Approach

- To reduce risk, the school promotes:
- An inclusive and respectful ethos
- Safe and structured discussion
- Critical thinking and questioning
- Exposure to a wide range of perspectives

2.5 Within the Curriculum

The curriculum plays a key role in preventing radicalisation by:

- Promoting British values, respect and diversity
- Developing **critical thinking skills**
- Teaching pupils to challenge misinformation and extremist narratives

PSHE, Citizenship and SMSC education ensure pupils:

- Understand online risks
- Recognise harmful content
- Seek help when concerned

The school also ensures:

- Effective **internet filtering and monitoring systems**
- Safe use of technology

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.

Our PSHE (Personal, Social and Health Education), and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of the school.

Students 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.

2.6 Staff Training

All staff will receive **Prevent awareness training**, enabling them to:

- Recognise signs of radicalisation
- Understand risks linked to ideology and online content
- Know how to respond and report concerns
- The DSL will receive **enhanced training** and act as a point of contact for staff.

2.7 Procedures for Referrals

All staff must remain vigilant and report concerns without delay.

- Concerns must be reported to the **DSL immediately**
- The DSL will assess risk and determine appropriate action
- Referrals may be made to:
 - Local Prevent team
 - Channel Panel
- Early intervention and support are prioritised.

2.8 Partnership working

The school works with:

- Local authority Prevent teams
- Police and safeguarding partners
- Community organisations

Parents/carers will be engaged where appropriate.

Prevent Duty (Statutory Expectations for Schools)

Schools must:

- Assess the risk of pupils being drawn into terrorism
- Demonstrate effective safeguarding procedures
- Ensure staff understand Prevent
- Provide appropriate training
- Teach pupils about online safety and resilience
- Maintain effective **filtering and monitoring systems**

Channel Programme

The Channel programme provides **early support for individuals susceptible to radicalisation**.

Referrals are made via the DSL

Participation is voluntary

Panels are led by the local authority and include police

The school will cooperate fully with Channel panels and share relevant information as required.

Referral Information

When making referrals, staff should provide:

- Personal details (name, DOB, address)
- Parent/carer details
- Cultural background (where relevant)
- Nature of concern and evidence
- Any immediate safeguarding risks

APPENDIX

Prevent Duty Risk Assessment (School)

School: __ __

Date: _____

Completed by: _ _____

Review Date: _____

Purpose

This risk assessment identifies the potential risks of radicalisation and extremism within the school community and outlines the control measures in place to meet the Prevent Duty and safeguard pupils, staff and visitors.

Risk Assessment

Risk Area	Identified Risk	Existing Controls	Risk Rating	Further Actions
Leadership & Governance	Prevent arrangements are not fully understood or implemented.	Designated Safeguarding Lead (DSL) oversees Prevent. Prevent included within safeguarding policies. Governors receive safeguarding updates.	Low	Annual review of Prevent policy and governor training.

Staff Awareness	Staff fail to recognise signs of radicalisation or know reporting procedures.	All staff receive safeguarding and Prevent training. Clear reporting pathways established.	Medium	Deliver annual Prevent refresher training and updates.
Pupils Vulnerable to Radicalisation	Pupils may be influenced by extremist narratives online or offline.	Safeguarding curriculum, PSHE, RSHE and Digital Safety education. Early identification through pastoral systems.	Medium	Targeted interventions for vulnerable pupils and enhanced monitoring where appropriate.
Online Safety	Pupils access extremist content online.	Filtering and monitoring systems in place. Acceptable Use Agreements implemented. Staff supervision of internet use.	Medium	Regular review of filtering systems and online safety education.
External Speakers & Visitors	Inappropriate or extremist views promoted by visitors.	Visitor procedures, vetting, sign-in arrangements and staff supervision. Educational value assessed before approval.	Low	Maintain records of speaker approvals and risk assessments.
Community Influences	Exposure to extremist views in the local or wider community.	Strong links with safeguarding partners, local authority and police where required. Open communication with parents.	Medium	Monitor emerging local risks and share updates with staff.
Curriculum	Lack of opportunities to develop critical thinking and resilience.	Curriculum promotes British values, respect, tolerance, democracy and individual liberty.	Low	Continue curriculum review to ensure coverage across year groups.
Referral Processes	Concerns are not reported or escalated appropriately.	Clear safeguarding procedures. DSL knowledgeable about Prevent referral	Low	Annual review of referral procedures.

		pathways and Channel process.		
Equality & Inclusion	Pupils experience discrimination, isolation or marginalisation.	Strong behaviour, anti-bullying and equality policies. Pastoral support available.	Medium	Monitor vulnerable groups and pupil voice regularly.

Current Assessment of Risk

Overall Prevent Risk Level: Low / Medium / High (delete as appropriate)

Key Strengths

- Trained DSL and safeguarding team.
- Prevent embedded within safeguarding procedures.
- Effective online filtering and monitoring.
- Curriculum promotes critical thinking, tolerance and British values.
- Strong safeguarding culture.

Areas for Development

- Maintain annual Prevent training.
- Continue monitoring of online risks and emerging threats.
- Strengthen pupil awareness of misinformation and online influence.
- Review local Prevent risk profile annually.

Action Plan

Action	Responsible Person	Deadline	Status
Review Prevent policy	DSL	Annual	☐
Deliver staff Prevent training	DSL/SLT	Annually	☐
Review filtering and monitoring arrangements	IT Lead	Termly	☐
Update governors on Prevent arrangements	Headteacher/DSL	Termly	☐
Review local risk information	DSL	Annual	☐

Completed by: _____

Headteacher: _____

Board Link: __James Hall_____

Review Date: _____