HOLYWELL CHURCH OF ENGLAND ACADEMY

Preventing Extremism and Radicalisation Safeguarding Policy for Holywell School

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Responsibility	All staff and the governing body
Effective Date	November 2026
Review Date:	November 2027
Approved by Headteacher	November 2026
Storage; (i) Electronic (ii) Hard Copy	(i) Google Drive, Website (ii) Policy File located in Finance Office

Rationale

As a Church of England School, our Preventing Extremism and Radicalism Safeguarding Policy at Holywell School is rooted in our distinctively Christian character and our core beliefs which are Gospel inspired and which support the school's Vision:

At Holywell, our vision is that everyone in our community chooses to "Live Life in all its Fullness" (John 10:10).

Inspired by the teaching of Jesus, the Good Shepherd,

we choose to live our values,

being the best we can be

in community."

As a school, we are guided by 'Live life in all its fullness' (John 10:10). We encourage everyone in our community to make the right choices, to follow the teachings of Jesus, to be committed to keeping each other safe, to keep the focus on learning and to be peaceful problem-solvers. All behaviour is a choice: living life in all its fullness is also a choice; it changes the way we see each other and is revealed in our most challenging moments; it is in these challenging moments that we look to the inspiration of Jesus to make the right choices.

Holywell School is committed to providing a secure environment for students, 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 s10 (2) of the Children Act 2004.

This Preventing Extremism and Radicalisation Safeguarding 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 s175 of the Education Act 2002 (s157 of the Education Act 2002.)

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Education Act 1996
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Equality act 2010
- Data Protection Act 2018
- UK GDPR
- Home Office (2024) 'Prevent duty guidance: England and Wales'
- DfE 'Keeping children safe in education'
- DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation'
- DfE 'Working Together to Safeguard Children'
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

This policy operates in conjunction with the following school policies and documents:

- Attendance Policy
- Safeguarding Children Policy
- Allegations of Abuse Against Staff Policy
- Behaviour for learning Policy
- Whistleblowing Policy and Procedure
- Anti-Bullying Policy
- Exclusion Policy
- ICT and E-Safety Policy

School Ethos and Practice

When operating this policy, we use the following accepted Governmental definitions which are:

- **Extremism** – The promotion or advancement of an ideology based on violence, hatred or intolerance that aims to
    - Negate or destroy the fundamental rights and freedoms of others.
    - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights.
    - Intentionally create a permissive environment for others to achieve either of the above outcomes.
- **Radicalisation** – is defined as the process of a person legitimising support for, or use of, terrorist violence.
- **Terrorism** – is defined as 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.
- **Fundamental British values –** are a set of expected standards by which people resident in the UK must live, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Roles and responsibilities

The governing body is responsible for:

- ensuring the appropriate measures are in place to protect students from radicalisation.
- ensuring the Prevent Duty is seen as part of our school's wider safeguarding duties.

- ensuring the school has a designated lead in a senior management role who is responsible for the delivery of Prevent.
- having robust safeguarding policies in place to ensure that those at risk of radicalisation are identified and appropriate support is provided.
- ensuring that policies are in place which are proportionate and based on an understanding, shared with partners, of the threat and risk in the local area, the phase of education, and the size and type of school.
- undertaking appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.
- supporting the ethos and values of our school and in supporting the school in tackling extremism and radicalisation.
- challenging the school's senior leadership team on the delivery of this policy and monitor its effectiveness in line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education'
- reviewing this policy regularly (annually); amending and adopting the policy 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 headteacher is responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring students are taught about British values through the curriculum.
- Ensuring that the teaching of the school curriculum encourages learners to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
- Ensuring the school is a safe space in which students can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment which assesses how their learners or staff may be at risk of being radicalised into terrorism, including online.
- Identifying extremist risks in the local area.
- Ensuring that the school's safeguarding policies set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised.
- Ensuring that invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensuring appropriate prevent training is undertaken by each member of staff.
- Ensuring DSLs or Prevent leads receive in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels - updated at least every two years.
- Ensuring the school has robust procedures for sharing information, both internally and externally.
- Having measures in place to prevent their facilities being exploited by radicalisers.
- Ensuring that policies relating to the appropriate use of IT equipment and networks contain specific reference to the Prevent duty.

The DSL, and any deputies, are responsible for:

- Maintaining appropriate oversight of Prevent-related concerns, referrals and outcomes.
- Handling any referrals to Prevent and/or Channel and supporting staff who make referrals.
- Ensuring Prevent-related concerns, information gathered, discussions, advice sought, actions taken and the rationale for decisions are appropriately recorded, including where a decision is made not to make a Prevent referral.

- Attending and contributing to Channel meetings where a student from the school is being considered or supported through Channel.
- Following up any Prevent referrals, continuing to monitor and support the student in line with safeguarding procedures, and sharing any new information or concerns through the appropriate channels.
- Providing advice and support to staff on protecting students from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support students at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support students at risk of being drawn into terrorism.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a student leaving, e.g. if the student is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the student arrives.
- Undertaking specific prevent awareness training and providing advice and support to other staff on protecting students from the risk of radicalisation.
- Maintaining an awareness of the risks relating to extremism in the local area.
- Maintaining a clear understanding of prevent reporting and referral mechanisms.

All staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a student's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify students who may be at risk of radicalisation and acting proportionately.

Promoting fundamental British values

Holywell will build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school's curriculum will promote respect, tolerance and diversity. Pupils will be encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

Through the national curriculum, the school will:

- Teach our students a broad and balanced international history.
- Represent the cultures of all of our students.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.
- Through our social, moral, spiritual and cultural programme, the school will:
- Enable students to develop their self-knowledge, self-esteem and self-confidence.

- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all students within the school have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the students.
- Using opportunities such as general or local elections to hold mock elections to offer students the chance to engage in politics from an early age.
- Using teaching resources from a wide variety of sources to help students understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by students, in promoting fundamental British values.

Safeguarding from extremism

Holywell protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

We have two dedicated DSLs who deal with any incidents of extremism and/or terrorism within our school community. As is the school's responsibility under law, we will do our utmost to safeguard our students from being drawn into extremism and terrorism.

We have strong relationships with our local safeguarding partners and will involve them at the earliest opportunity if safeguarding issues arise.

We encourage any student, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:

- students becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of students becoming radicalised or involved in extremism.

- students planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable students into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to students. All materials handed out to students, whether by teachers or visitors and speakers, will be checked by the headteacher. Due diligence checks will also be carried out on those hiring and using the school premises,

The school will maintain appropriate oversight of student-led groups, clubs and societies and respond to any safeguarding concerns in accordance with its established procedures.

The school will incorporate appropriate filtering and monitoring systems to limit students' exposure to online risks, including extremist content.

The DSL and ICT team will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns.

Channel and Prevent

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. The school will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying students to whom any of the following criteria applies:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Displaying a desire for status amongst their peers
- Displaying a desire for excitement and adventure
- Displaying a need to dominate and control others
- Displaying a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Appearing susceptible to opportunistic involvement
- Having family or friends involved in extremism
- Appearing susceptible to being influenced or controlled by a group
- Displaying relevant mental health issues

Referrals made to Prevent will first be handled by Prevent Case Management, which will screen for genuine vulnerabilities. The Prevent Case Management will decide whether further action is required and, if so, will either refer the issue to mainstream services as required or carry the investigation forward to a Channel panel which will gather further information from partners and agree on the support required. Holywell will ensure that information is shared as required.
We will cooperate with local panels involved in the Channel process. A representative of the school will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

Preventing radicalisation

Holywell will assess the risk of students being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.
Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.
Where appropriate, students will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage students to develop an appreciation of society. The school will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school.

Holywell will implement appropriate filtering and monitoring arrangements in accordance with the DfE's filtering and monitoring standards, KCSIE and the school's Online Safety Policy. Pupils will be taught how to stay safe online, including how to recognise and respond to harmful and extremist content.

Holywell recognises that engaging with parents can help staff to understand concerns and identify appropriate support and, where appropriate and safe to do so, will involve them in responding to concerns about radicalisation. Parental consent is not required to make a Prevent referral, and parents will not be involved where doing so could place a student at increased risk or compromise a safeguarding process.

The school will not permit speakers who may promote extremist views on our premises.

The school will always aim to integrate and engage every child within the school community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every student the opportunity to take part.

The school will monitor and assess incidents which suggest students are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a student has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

Assessing susceptibility to radicalisation

There is no single profile of a student who may be susceptible to radicalisation and no single indicator that demonstrates radicalisation. The school will use professional judgement, available evidence and an understanding of the wider safeguarding context when identifying and assessing concerns.

Susceptibility factors

There is no single pathway into radicalisation, and a student’s susceptibility may change over time. Factors which may increase susceptibility can include:

- Social isolation.
- Unmet emotional or social needs.
- Bullying or discrimination.
- Trauma or adverse childhood experiences.
- Feelings of grievance or injustice.
- Significant life changes or personal difficulties.
- Online influences and exposure to harmful content.
- Vulnerability to other forms of exploitation.
- Emotional and mental wellbeing difficulties.

The presence of one or more of these factors does not mean that a student is being radicalised. They will be considered alongside the student's behaviour, individual circumstances, wider context and protective factors.

Concerning behaviours

No single behaviour demonstrates radicalisation; however, staff members will remain alert to potential indicators including:

- Sudden or significant changes in behaviour, presentation or attitude.
- Social withdrawal, isolation, or changes in friendship groups and social networks.
- Increasing use of divisive, intolerant, dehumanising or 'us and them' language.
- Expressions of grievance directed towards particular groups, communities or perceived injustices.
- Growing interest in extremist ideologies, groups, individuals or causes.
- Engagement with conspiracy theories that appear to reinforce or encourage extremist narratives.
- Glorifying, supporting or justifying the use of violence for political, religious, racial or ideological purposes.
- Repeated discussion of violence, conflict, mass casualty attacks or extremist narratives.
- Use of symbols, imagery or terminology associated with extremist movements.
- Increased secrecy regarding online activity, including accessing, sharing or promoting extremist content.
- Accessing or distributing terrorism-related or violent extremist material.
- Fascination with extreme violence or acts of terrorism.
- Concerning fixation on weapons, explosives or mass violence, particularly where accompanied by extremist narratives or other indicators of potential radicalisation.

A student does not need to demonstrate a clear or identifiable ideology for a Prevent concern to arise. Staff will focus on patterns, changes over time and the wider context rather than isolated incidents.

Assessing concerns in context

When assessing concerns, the school will consider the student's circumstances, relationships and environment, including:

- Previous safeguarding concerns.
- Family influences and dynamics.
- Peer relationships and social networks.
- Environmental and community factors.
- Online activity and influences.
- Protective factors and sources of support.

- Any SEND or neurodiversity considerations.

The school understands that students with SEND, or who are neurodivergent, may be susceptible to exploitation; however, having SEND or being neurodivergent will not be treated as a risk factor in itself. Where relevant, the school will consider how a student's individual needs may influence the way concerns present and will assess their circumstances, behaviours and needs as part of the wider safeguarding picture.

The school will also consider protective factors which may reduce susceptibility and increase resilience, including positive relationships with trusted adults, supportive family and peer networks, strong engagement with education, positive activities and interests, a sense of belonging and inclusion, and access to appropriate support.

Online influences

The school recognises that radicalisation can occur both online and offline. Where online influences may be relevant, staff will consider changes in a student's behaviour, interests, language, relationships and wellbeing, alongside any evidence of exposure to extremist or terrorism-related content.

Online concerns will be assessed in the same way as offline concerns and in accordance with the school's established safeguarding procedures.

Staff will report concerns about potential radicalisation to the DSL or Prevent lead at the earliest opportunity in accordance with the school's safeguarding procedures.

The school will take reasonable steps to reduce students' exposure to harmful online content, including extremist and terrorism-related material in accordance with the Online Safety Policy

Making a referral

In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has any concerns about a student, they will raise this with the DSL. The school will ensure that the DSL undertakes awareness training to comply with the Prevent duty. The DSL will provide advice and support to members of staff on protecting children from the risk of radicalisation.

Where appropriate and safe to do so, the DSL will speak with the student and their parents or carers to better understand the concern and identify appropriate support. Parents or carers will not be involved where doing so could place the student at increased risk or compromise a safeguarding process. Parental or carer consent is not required to make a Prevent referral.

Where there are concerns that a student may be susceptible to radicalisation or at risk of becoming involved in, supporting or facilitating terrorism, a Prevent referral will be made using the Prevent national referral form and submitted in line with local referral arrangements. The DSL will assess concerns proportionately, drawing on available information and professional judgement. Where a Prevent referral is appropriate, it will not be unnecessarily delayed while seeking further evidence or attempting to manage the concern solely through internal support arrangements.

What happens when a Prevent referral is made

Once a referral is received, Counter Terrorism Policing will assess the information provided and determine the most appropriate response. This may include:

- No further Prevent action.
- Signposting to alternative safeguarding or support services.
- Ongoing information sharing.

- Consideration for Channel support.
- Law enforcement action, where necessary.

Cases assessed as suitable may be considered for Channel, a voluntary multi-agency programme designed to support individuals who are susceptible to radicalisation and at risk of being drawn into terrorism.

Making a Prevent referral will not end the school's safeguarding responsibilities. The school will continue to monitor and support the student in line with its safeguarding procedures and will promptly share any new information or concerns through the appropriate Prevent or policing channels.

The support provided by the Channel programme may include the following:

- Mentoring
- Mental health support such as counselling
- Education or career development support
- Online safety training for parents

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence, and the school's emergency procedures will be followed.

The DSL will maintain accurate records of Prevent-related concerns, including relevant information gathered, discussions that have taken place, advice sought, actions taken and the rationale for decisions made, including decisions not to make a Prevent referral. Records will be retained in accordance with the Data Protection Act 2018, the UK GDPR and the school's Data Protection Policy.

The school will ensure that all of those involved in a referral understand that referrals are not made to the Home Office and that getting support from Prevent is not a punishment and will not go on a person's criminal record, nor will it impact their education prospects. Instead, it allows any relevant safeguarding support to be provided.

Promoting fundamental British values

Through the national curriculum, the school will:

- Teach our students a broad and balanced international history.
- Represent the cultures of all of our students.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme (delivered through our PSHE lessons, community time discussion and our general values-driven ethos), the school will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.

- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all students within the school have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the students.
- Using opportunities such as general or local elections to hold mock elections to offer students the chance to engage in politics from an early age.
- Encouraging debate in community time, PSHE and English lessons to provide students with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help students understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by students, in promoting fundamental British values.

Training

All staff will attend safeguarding training which includes information on preventing people from being drawn into terrorism or extremist groups. Prevent training will be provided at a frequency appropriate to staff roles and the level of risk and will be updated as required. Training will include details of the 'Notice, Check, Share' process.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.

Staff will be made aware of:

- Prevent awareness e-learning from the Home Office.
- The government's Educate Against Hate website.
- The school's internal guidance and resources.

The SLT and DSL will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration will be given to the level of knowledge needed for different roles.

Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Training will be quality assured by the DSL and its effectiveness reviewed regularly. The school will make use of government quality assured prevent training resources.

Staff will be trained to understand susceptibility to radicalisation, recognise concerning behaviours, consider concerns within the wider safeguarding context, and know how to respond and escalate concerns appropriately.

Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.

Staff will be trained to be vigilant toward the push and pull factors that could make a student vulnerable to being drawn into extremism or radicalisation.

Staff will look out for 'push factors' including where a student may be feeling:

- Isolated
- That they do not belong
- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated
- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances

In conjunction with these push factors, staff will be aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.

Staff will be aware that pull factors can include where extremist or terrorist groups:

- Offer a sense of community and a support network.
- Promise fulfilment or excitement.
- Make the student feel special and part of a wider missions.
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms.
- Offer inaccurate answers or falsehoods to grievances.
- Encourage conspiracy theories.
- Promote an 'us vs. them' mentality.
- Blame specific communities for grievances.
- Encourage the use of hatred and violent actions to get justice.
- Encourage ideas of supremacy.

Further advice on training will be sought from the LA safeguarding team as appropriate.
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Community links

Governing board meetings will include discussion about extremism and terrorism where appropriate.

The school will operate an open-door policy for community members to report concerns.

The school will, where appropriate, partake in community festivals, religious celebrations and other events. The school will select a range of charities to support across the year which represent our school community, including local community groups.

The school will develop effective partnerships with local Prevent leads, the police and the LA through multi-agency forums.

The school will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

Monitoring and review

This policy is reviewed annually by the DSL and the headteacher.