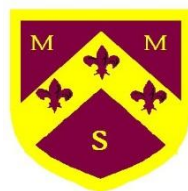


## **Maids Moreton CE School**



### **Preventing Radicalisation Policy**

#### **Background**

This 'Preventing Radicalisation Policy' is part of our commitment to keeping our pupils, our school and our wider community safe. Over the last few decades, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

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 (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

#### **Ethos**

At Maids Moreton CE School we ensure that through our school vision, Christian values, British values, rules and diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and beliefs. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. As such we actively promote British Values.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

## **Statutory Duties**

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

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2025)
- Prevent Duty Guidance (2023)
- Working Together to Safeguard Children (2023)

## **Non-statutory Guidance**

- Promoting fundamental British values through SMSC in schools.  
Departmental advice for maintained schools

## **Related Policies**

- Computing and ICT Policies
- Pupil Behaviour and School Discipline Policy.
- Child Protection Policy
- Safeguarding Policy
- Equality Policy
- Lettings Policy
- Personal, Social And Health Education (PSHE) Policy
- Religious Education Policy
- Curriculum Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Whistleblowing Policy

## **Definitions**

**Extremism** is defined in the 2023 Prevent strategy 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. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **Roles and Responsibilities**

### **Role of the Governing Body**

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

The governing body has a nominated person [the Safeguarding governor] who will liaise with the head teacher and other staff about matters to do with protecting children from radicalisation.

### **Role of the Head teacher**

It is the role of the head teacher to:

- ensure that all staff and governors are Prevent trained.
- ensure that the school and its staff respond proactively 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

### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or 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
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

### **Role of staff**

It is the role of staff to undertake training, understand the issues of radicalisation, be able to recognise and act upon their concerns and follow the referral process.

### **Curriculum**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

At Maids Moreton we take our responsibility to prepare children for life in modern Britain very seriously. We aim to nurture our children on their journey through life so they grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and the wider world.

We understand that the society we live in is diverse and therefore, our curriculum and life within school reflects this. We value the different backgrounds of all pupils and families and recognise the government's recommendations to ensure that children have a wide experience beyond their local community. A range of visits, visitors and events are planned to ensure children's experiences are broad, varied and diverse.

For our pupils, we aim to continually weave the thread of social, cultural, moral and spiritual values through day to day school life as well as the Curriculum, encouraging the development of the whole child. We recognise that such development is most successful when those values and attitudes are promoted by all the staff who provide a model of behaviour for our pupils, underpinned by the school Christian values.

We encourage admissions from all those entitled to education under British law regardless of faith, ethnicity, gender, sexuality, political or financial status. We are a school for all, as outlined in our Mission Statement.

These values support the development of the whole child as a reflective learner within an inclusive, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### **Building children's resilience to radicalisation**

We recognise that schools play an important part in building pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

We use Personal, Social and Health Education (PSHE) as an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. We use this subject to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. This also helps them to develop effective ways of resisting pressures, including knowing when, where and how to get help. We encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence. Citizenship helps to provide our pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. For our older children, it equips them to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In

Citizenship, pupils learn about democracy, government and how laws are made and upheld. Through our RE and PSHE Curricula, pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

### **Internet Safety**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media. Searches and web addresses are monitored and the computing subject leader will alert the Head Teacher where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff or pupils find unblocked extremist content they must report it to a member of the teaching staff.

The IT Policies refer to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the Safe Use of the Internet document/Computer Resources Policy annually to confirm they have understood what is acceptable.

Pupils and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff and governors are given training on radicalisation. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). We use an accredited WRAP trained facilitator to deliver our training. We use a mixture of face to face and online accredited training to ensure everyone is trained. Prevent training also forms part of induction safeguarding training. Staff are updated as necessary in safeguarding briefings as part of staff meetings.

## **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable and safe to work with children. Our recruitment procedures are rigorous and we follow the statutory guidance published in *Keeping Children Safe in Education (2025)*. Vetting and barring checks are undertaken on relevant people, including governors and regular volunteers.

## **Visitors**

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing radicalisation policy and relevant vetting checks are undertaken as required. We undertake due diligence to ensure that visiting speakers are appropriate and safe to work with children. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the head teacher.

## **‘No platform for extremists’**

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that hold extremist views.

## **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. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- 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 or faith groups

## **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

## **Referral Process**

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are concerns about a pupil, the Designated Safeguarding Lead, who is the head teacher, will make a referral to the appropriate body.

## **Monitoring and Review**

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

Policy revised by Keira Ainsworth Head Teacher: Jan 2026

Ratified by Governing Body: March 2026

Renewal Date: March 2028