



Gosfield School

Tackling Extremism and Radicalisation Policy

As part of Gosfield School's ongoing safeguarding and child protection duties we are fully behind the government's 'Prevent Strategy'.

In July 2015 all schools were subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty for Schools. This guidance was updated in February 2024 and is a requirement for all staff and governors working in Schools to update their Prevent training every two years.

POLICY STATEMENT

Gosfield School is fully committed to safeguarding and promoting the welfare of all its students. 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.

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

- PREVENT Duty: Counter-Terrorism and Security Act (HMG, 2015 Updated February 2019)
- Prevent Duty Guidance for England and Wales (Prevent, 2024)
- The Prevent Duty: Departmental advice for schools and Childminders (June, 2015)
- The use of social media for on-line radicalisation (2015)
- Keeping Children Safe in Education, Part 1 in full (DfE, September 2026)
- Working Together to Safeguard Children (DfE 2023)
- Educate Against Hate – Useful resources and guidance for education

AIMS AND PRINCIPLES

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the School will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All governors, teachers, teaching assistants, trainee teachers 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 tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All students will understand the dangers of radicalisation and exposure to extremist views, building resilience against these and knowing what to do if they experience them.

- All parents/carers and students will know that the School has policies in place to keep students safe from harm and that the School regularly reviews its systems to ensure they are appropriate and effective.

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 students are safe from harm. The School has assessed the risk of children being susceptible to terrorism, including support for extremist ideas that are part of terrorist ideology.

DEFINITIONS AND INDICATORS

Radicalisation is defined as the process of a person legitimising support for, or use of, terrorist violence. The Prevent duty raises awareness on the need to prevent people from becoming terrorists or supporting terrorism.

Extremism is defined as the holding of extreme political or religious views. Extremism can lead to the radicalisation of individuals, deny people their full rights and opportunities, suppress freedom of expression, incite hatred, erode our democratic institutions, social capital and cohesion, and can lead to acts of terrorism.

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.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person. These may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name-calling
 - possession of prejudice-related materials or prejudice-related ridicule or name-calling, inappropriate forms of address, refusal to co-operate attempts to recruit to prejudice-related organisations condoning or supporting violence towards others

PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at Gosfield School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and county in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line School professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice. As a School we aim to provide a strong sense of community and belonging, so that young people are less likely to be tempted to subscribe to the membership of other harmful groups, such as gangs, drug circles, and extremist organisations.

What to do if you have a concern about an individual student:

- Identify concern
- Inform Designated Safeguarding Lead in the usual way

The DSL will refer to Social Care or the local Prevent lead.

If you believe you have information relating to terrorism, please call the anti-terrorist hotline on 0800 789 321

For non-urgent concerns, the local police can be called on 101.

Department for Education Helpline (dedicated telephone helpline for extremism):

Telephone: 020 7340 7264

Email: counter.extremism@education.gsi.gov.uk

GOVERNORS, LEADERS AND STAFF

The Designated Safeguarding Lead and the Principal are the leaders for referrals relating to extremism and radicalisation. Mrs A Gwynne is our Designated Safeguarding Lead at Gosfield School and Mrs Heather Bougeard – Head of Prep (Mr Jackson and Mr Cooper deputise for them in their absence). They will deal swiftly with any referrals made by staff or with concerns reported by staff.

As with any child protection referral, in the unlikely event that the Principal and DSL are not available, or if they do not agree with a decision not to refer, staff can make the referral themselves and know the channels by which to make referrals.

Staff are fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a students, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

THE ROLE OF THE CURRICULUM

Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. 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.

We build students' resilience to radicalisation by promoting fundamental British values and enabling our students to challenge extremist views. We are committed to promoting the spiritual, moral, social and cultural development of students, embracing cultural understanding and diversity. Resilience is one of our core values and we encourage students to challenge opinions that do not promote the following:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance of those of different faiths and beliefs

Our PSHEE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the School. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as ensuring they set high standards and expectations for themselves. We encourage students to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In PSHEE, students learn about democracy, government and how laws are made and upheld. Students are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

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. According to official DfE guidance on [The Safe and Effective Use of AI in Education](#), extremists actively exploit generative AI to craft persuasive, personalised propaganda. Because AI can generate realistic alternative "facts" and fabricate evidence at scale, children—who are still developing critical digital literacy—are highly vulnerable to believing these harmful narratives.

Through the IT curriculum and PSHEE we build digital resilience: supporting students in recognising AI-generated content, question extremist narratives, and evaluate the credibility of online sources. Students are taught to refer to members of staff for help; this may occur on a variety of different digital platforms. Staff should refer to the DSL with any immediate concerns.

STAFF TRAINING

The statutory guidance refers to the importance of 'Prevent' awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

The Home Office has developed a core training product for this purpose called 'Workshop to Raise Awareness of Prevent' (WRAP). The Designated Safeguarding Lead at Gosfield updates training and can assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology. This is based on an understanding shared with local safeguarding partners of the potential risk in the local area. The DSL can provide advice and support to other members of staff on protecting children from radicalisation.

Through INSET opportunities in school we ensure that all staff have training that gives them knowledge and confidence to identify children at risk or susceptible to being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. All staff, teaching and non-teaching, complete the Prevent e-learning training course, <https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>

This introductory training has been developed by HM Government following consultation with a range of individuals and organisations. It offers an introduction to the Prevent duty and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves. It provides a foundation on which to develop further knowledge around the risks of radicalisation and the kinds of support available to those at risk.

Reference should be made to the Acceptable Use of ICT Policy where guidance is given relating to the use of technology, including personal devices. This policy gives information on how the School reduces the risk of radicalisation linked to technology and permissive environments.

VISITORS AND THE USE OF SCHOOL PREMISES

If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form. Only after agreement from the DSL can the visitor enter school and then they will be subject to photo identification.

Students are never left unsupervised with external visitors.

Upon arriving at the School, all visitors including contractors and supply staff and volunteers, will read the child protection and safeguarding guidance and be made aware of who the Designated Safeguarding Lead is and how to report any concerns which they may experience.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the School will contact the police and terminate the contract.

Ratified by the Governing Council of Gosfield School

Signed
Chair of Governors

K. Macaugh

Date: 14.9.26

Principal's Signature: _____

[Signature]

Date: _____

14/9/26

Date of next review: September 2027

