

# WHITEHEATH JUNIOR SCHOOL



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Opportunity, Confidence & Growth

## PREVENTING RADICALISATION POLICY

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### School Motto

At Whiteheath Junior School our motto is '*Opportunity, Confidence, Growth*'.

### School Aims

Our aims are based on the 3 key words in our motto. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

- **Opportunity** - providing a range of experiences to enable children to gain in-depth knowledge and learn valuable skills
- **Confidence** - **encouraging self-belief and self-worth by recognizing the unique qualities of each child**
- **Growth** - helping our children to develop into mature, well-rounded young people who are prepared for their future in an ever changing world

### 1. Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, 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.

## **2. Ethos**

At Whiteheath Junior School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. 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.

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.

## **3. 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 (2026)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2026)

## **4. Non-statutory Guidance**

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

## **5. Related Policies**

- Acceptable Use Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Lettings Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Visitors Policy
- Whistleblowing Policy

## 6. Definitions

**Extremism** is defined in the 2011 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.

### **What radicalisation is**

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. It's where terrorism begins. People might be susceptible to radicalisation due to a variety of circumstances, needs or other underlying factors. There is no single model of someone's radicalisation journey or single profile of a radicalised person.

### **What radicalisation can look like**

#### **Extremist material online**

Radicalisers groom people using online platforms. There are also web pages which are not so noticeable, such as social media networking groups that draw people in. These groups look innocent on the outside but are actually extremist groups.

#### **Public displays of hate and division**

Radicalisation can draw on all forms of extremism. For example, extremism can lead to a public display such as racially antagonistic graffiti. This might represent the actions of someone who has taken on board an ideology.

#### **The adoption of icons or symbolism**

Icons and symbols are often a demonstration that someone is bonding to a group, cause or ideology. People can be drawn to imagery which they see as rebellious and socially challenging.

#### **In person meetings**

Radicalisation can occur in a person and can appear quite benign. There may be scenarios that look normal on the outside, such as people meeting in a public park or at a local library, that seem safe and innocent, but where a person is actually at risk.

#### **Promoting ideologies**

Extremist groups use a range of means to promote their ideologies. For example, a protest or handing out material that promotes hatred and division.

#### **Travelling to an area of conflict**

Travelling to an area of conflict is often well-intentioned, however it can also be misguided and very dangerous to the person concerned.

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

## **7. 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 (safeguarding governor) who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation.

### **Role of the Headteacher**

It is the role of the Headteacher to:

- ensure that the school and its staff respond 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 susceptibility or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be susceptible 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
- ensure risk assessments take online radicalisation into account, not just offline

### **Role of staff**

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of susceptibility or radicalisation and know how to refer their concerns.

## **8. 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.

We promote the following British Values:

Democracy - children vote for school council members and we have a school council who discuss changes they would like in the school; children nominate other children for awards

The Rule of Law - clear behaviour policy and code of conduct, study of rules and the law within the curriculum, visits such as Junior Citizen and Road Safety

Mutual respect and tolerance of others - behaviour policy, Life Education Bus, RE and PSHE lessons, whole school assemblies, e-safety lesson

Sense of community and sense of diversity - visits to places of worship, visitors to the school to share knowledge of their beliefs, RE and PSHE lessons, whole school assemblies

These values support the development of the whole child as a reflective learner within a calm, 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.

## **9. 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, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

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

## **10. Filtering and Monitoring**

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and governors
- All staff will receive appropriate safeguarding and child protection training to include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Identify and assign roles and responsibilities to manage filtering and monitoring systems. The Head Teacher will take overall responsibility.

- Review filtering and monitoring provision at least annually
- Block harmful and inappropriate content without unreasonably impacting on teaching and learning
- Have effective monitoring strategies in place to meet safeguarding needs

Our approach to online safety is based on addressing the following 4 categories of risk as identified in Keeping Children Safe in Education 2026:

**Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, misinformation, disinformation and conspiracy theories

**Contact** – being subjected to harmful online interaction with other users, such as pressure from another child(ren), commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

**Conduct** – personal online behaviour that increases the likelihood of, or causes harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

**Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams. To meet our aims and address the risks above, we will educate students about online safety as part of our curriculum.

## **11. Staff Training**

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of susceptibility or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly staff meetings and bulletins

## **12. 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 Keeping Children Safe in Education (2026). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

### **13. 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 extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. 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 Headteacher.

### **14. '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 are extremist in their views.

### **15. Signs of susceptibility and 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 susceptibility 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

Not all people susceptible to radicalisation will be a vulnerable person.

A person can be vulnerable if they need special care, support or protection because of age, disability, risk of abuse or neglect.

There are other circumstances, needs, or other underlying factors that may make a person susceptible to radicalisation that do not constitute a vulnerability.

Vulnerabilities may not be present or may not be relevant to the early intervention approach needed to divert someone away from radicalisation.

Every person who is susceptible to radicalisation will receive the same level of support regardless of whether there are vulnerabilities present.

To recap why some people are susceptible to radicalisation

- **Susceptibility is complex and unique to a person's circumstances**  
Not all people susceptible to radicalisation will be a vulnerable person.
- **Susceptibility can be closely connected to emotions**  
People may feel insignificant, marginalised or invisible.
- **A person's susceptibility to radicalisation may be linked to their vulnerability**  
However, vulnerabilities may not be present or may not be relevant to the early intervention approach required.

## 16. 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

### Behaviours that cause concern

Those who work in front-line support roles will often be the first to notice if someone displays changes in their behaviour.

There could be many different drivers behind these types of changes in behaviour, not just radicalisation. So, it's important to understand why these changes are happening, before jumping to any conclusions.

Here are some examples of changes in behaviour that may indicate radicalisation in a person.

#### Online behaviour

- more than one online identity
- spending more time online and accessing extremist online content
- downloading propaganda material

#### Increasingly agitated or violent behaviour

- more argumentative in their viewpoints
- being abusive to others
- justifying the use of violence to solve societal issues

#### Changing associations

- changed friends
- altered their style of dress or appearance to accord with an extremist group
- using a new vocabulary
- isolated from friends and family

#### Increasingly anti-social behaviours

- unwilling to engage with people who are different
- secretive and reluctant to discuss their whereabouts
- adopted the use of certain symbols associated with terrorist organisations

#### Notice, check and share

- One of the most important things is the notice, check, share procedure.
- This ensures that when there is a concern that someone might be at risk of radicalisation that you feel confident in fulfilling your duty and that the response is proportionate.

#### Notice

Those who work in front-line support roles will often be the first to notice if someone is experiencing difficulties.

Remember to:

- look out for changes in behaviour that cause you concern
- ask yourself whether this person might be susceptible to radicalisation

- keep up-to-date with extremist signs and symbols - your local Prevent lead will have the latest information

**Warning - You should call 999 where a person poses an immediate risk of harm to themselves or others.**

### **Check**

It's important to understand why changes are happening before drawing conclusions.

Remember:

- the issues that make a person susceptible to radicalisation are sensitive and need to be handled with duty and care
- try to understand the bigger picture by gaining more context
- check your concern discreetly with a colleague or your line manager to see if they can offer any advice

### **Share**

Everyone is responsible for sharing any information they hold that causes concern about a person with the police.

Remember to:

- work with your Designated Safeguarding Lead (DSL)
- only share information that is relevant to the purpose
- share information early to reduce risk

If you are worried that someone is being radicalised into terrorism and are not able to liaise with your DSL, call the national police Prevent line on 0800 011 3764 to get advice or share your concern. Alternatively, contact your local authority for help. This will ensure that the person gets necessary interventions and support available to them if they are assessed to be at risk of radicalisation.

## **17. Referral Process**

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

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the Headteacher will make a referral to the appropriate body.

See next page for copy of referral form

## 18. 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.

REFERRAL PROCESS	
<p><b>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team &amp; Prevent policing team for a joint assessment.</b> Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection &amp; other case sensitivities.</p> <p>Once you have completed this form, please email it to: <a href="mailto:preventreferrals@met.pnn.police.uk">preventreferrals@met.pnn.police.uk</a></p> <p>If you have any questions whilst filling in the form, please call: Hillingdon LA Prevent Team 07946714637</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
<b>Forename(s):</b>	First Name(s)
<b>Surname:</b>	Last Name
<b>Date of Birth (DD/MM/YYYY):</b>	D.O.B.
<b>Approx. Age (if DoB unknown):</b>	Please Enter
<b>Gender:</b>	Please Describe
<b>Known Address(es):</b>	Identify which address is the Individual's current residence
<b>Nationality / Citizenship:</b>	Stated nationality / citizenship documentation (if any)
<b>Immigration / Asylum Status:</b>	Immigration status? Refugee status? Asylum claimant? Please describe.
<b>Primary Language:</b>	Does the Individual speak / understand English? What is the Individual's first language?
<b>Contact Number(s):</b>	Telephone Number(s)
<b>Email Address(es):</b>	Email Address(es)
<b>Any Other Family Details:</b>	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• How / why did the Individual come to your organisation's notice in this instance?</li> <li>• Does it involve a specific event? What happened? Is it a combination of factors? Describe them.</li> <li>• Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?</li> <li>• Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?</li> <li>• Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?</li> <li>• Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?</li> <li>• Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.</li> <li>• Please describe any other concerns you may have that are not mentioned here.</li> </ul>	
COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	

**FOR EXAMPLE:**

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

**OTHER INFORMATION**

Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..

Please Describe