

Tackling Radicalisation and Extremism Policy

Approved by Trust Board:	To be approved on 03.09.2026
Policy Owner:	Director of Safeguarding and School Operations (Trust DSL)
Policy Reviewed by:	Executive Team
Version:	5
Next Review:	September 2027
Review Frequency:	Annually
Consultation with Unions:	No
Location of Policy:	Trust Website / Staff SharePoint / Localised Policies on Individual School Websites

This policy is prescribed by Inspire Learning Partnership and is non-statutory. All references to 'the Trust', includes all Trust schools and subsidiary organisations.

This policy should be read in conjunction with the following documentation:

- Child Protection Policy and Safeguarding Policy and all related procedures
- Allegations of Abuse Against Adults Policy
- Lettings Policy
- Equal Opportunities Policy and objectives
- Visitors Policy and Visiting Speakers Agreement

1. POLICY STATEMENT

St Monica Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment.

All schools and colleges have a duty under the Counter-Terrorism and Security Act 2015, known as the Prevent duty, to prevent individuals from becoming terrorists or supporting terrorism. This duty aligns with wider safeguarding obligations.

Radicalisation is recognised as a safeguarding concern and a form of harm. All staff understand that children may be vulnerable to radicalisation in the same way that they may be vulnerable to other forms of abuse, exploitation or extra-familial harm. The school recognises that radicalisation may occur both online and offline. Staff will be alert to exposure to extremist content, conspiracy

theories, misinformation, disinformation, mass violence narratives and terrorist ideologies through social media, gaming platforms, online forums, AI-generated content and other digital

technologies. Concerns will be managed in line with safeguarding procedures and the Prevent Duty.

The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect susceptible individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. All staff must have due regard to the need to prevent people being drawn into terrorism.

2. NATIONAL GUIDANCE

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

- Prevent Strategy HM Government 2015
- Keeping Children Safe in Education DfE (2026)
- Working Together to Safeguard Children DfE 2026
- Promoting fundamental British values as part of SMSC in schools 2014

3. AIMS AND PRINCIPLES

- 3.1 This policy is intended to provide a framework for dealing with issues relating to being susceptible to, radicalisation and exposure to extremist 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.
- 3.2 The objectives are that:
- All those involved in governance within the Trust and teaching and non-teaching staff, will have an understanding of what radicalisation and extremism is and why we need to be vigilant in the school.
 - All those involved in governance within the Trust and teaching and non-teaching staff, will know what the policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly if issues or concerns arise.
 - All pupils will be taught about the dangers of radicalisation and exposure to extremist views at an age-appropriate level; building resilience against these and knowing what to do if they experience them.
 - All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure that they are appropriate and effective. Every school will have a clear safeguarding page on their website with links to all appropriate policies and contacts.
- 3.3 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 pupils are kept safe from harm.

4. DEFINITIONS AND INDICATORS

- 4.1 Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- 4.2 Extremism is 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 (1);
 - or undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights (2);
 - or intentionally create a permissive environment for others to achieve the results in (1) or (2).
- 4.3 There are a number of behaviours which may indicate a child is susceptible to being radicalised or exposed to extremist 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 centered 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.
 - Obsession with mass casualty incidents, school attacks, public massacres or violent offenders.
 - Repeated viewing, sharing or glorification of material relating to mass violence.
 - Using insulting to 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
 - 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.

See Appendix 6 for further information and guidance on possible indicators and actions. This will include a [risk assessment for an individual](#), to help determine what support they require. See Appendix 8.

5. PROCEDURES FOR REFERRALS

- 5.1 It is important that we are constantly vigilant and remain fully informed about the issues which affect the local area and the society in which we teach and learn. We refer to this as contextual safeguarding. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally curious' where concerns arise, referring any concerns through the appropriate channels. (See Appendix 1 – Dealing with referrals and Appendix 5). All staff are aware that radicalisation is a safeguarding issue that can make children susceptible to risk of harm.
- 5.2 We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff will be aware of the established processes for front-line 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.
- 5.3 The Single Point of Contact (SPoC) is the Head of School, who is also a Designated Safeguarding Lead (DSL). However, 6 members of the school team are also trained as D/DDSL's for child protection and safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff, parents or other individuals.
- 5.4 Aspects of the SPoC's role description can be found in Annex B [of Keeping Children Safe in Education](#) (KCSIE), under the role as Designated Safeguarding Lead and expanded upon within the Trust DSL Role Description. This includes the DSL and deputy DSLs maintaining an up-to-date understanding of local and national risks relating to radicalisation and extremism and ensure safeguarding concerns are recorded, monitored and reviewed appropriately.
- 5.5 The SPoC/DSL or other DDSL's in their absence, will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed, based upon the level of risk (See Appendix 1 and Appendix 5). Referrals may be made to Channel, the government's programme for identifying and supporting individuals who may be susceptible to being drawn into terrorism, or children's social services. Participation in Channel support is voluntary and informed consent is normally required before support is provided. Concerns involving an adult who works or volunteers with children will be dealt with under the Allegations of Abuse Against Adults Policy and may involve liaison with the Local Authority Designated Officer (LADO) and police.
- 5.6 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be provided with the contact details to do this via the Child Protection and Safeguarding Policy and procedures. Where concerns do not meet statutory thresholds, the school may consider Early Help or Family Help support services to address identified vulnerabilities. Information will be shared appropriately where this is necessary to safeguard children. Data protection legislation does not prevent the sharing of information where there is a safeguarding concern.
- 5.7 If staff have a concern about the views being expressed by a visitor/visiting speaker, they should immediately refer this to the SPoC or a DDSL. See Trust Visitors Policy and Visiting Speaker Agreement for further details.

6. ACADEMY COMMITTEE MEMBERS, LEADERS AND STAFF

1. The Head of School is the SPoC and in their absence, the other trained DSLs are responsible for making referrals relating to extremism and radicalisation. In the unlikely event that the Headteacher and other DDSL's are not available, all staff know the

channels by which to make referrals via the child protection and safeguarding policy and procedures, which can be found on the school website and <https://www.stmonicaprimary.co.uk/Safeguarding/>

The nominated Academy Committee Member safeguarding champion is: Ashleigh Clarke and the Trustee responsible for child protection and safeguarding is Louise Johnson.

- 6.1 Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.
- 6.2 DSLs will work in conjunction with the Head of School and external agencies to decide the best course of action to address concerns which arise.
- 6.3 Academy Committees should seek assurance that a [Prevent Risk Assessment](#) is in place, is being reviewed regular and is effective.

7. THE ROLE OF THE CURRICULUM

- 7.1 Our curriculum is broad and balanced and promotes fundamental British Values. 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 aim to promote community cohesion and recognise that to prevent pupils from being drawn into terrorism, we have a responsibility to make sure the school is a place where pupils can understand and discuss sensitive and controversial topics such as terrorism and extremist ideas and learn how to challenge them.
- 7.2 Our Personal Social Health Education (PSHE), citizenship and Spiritual Moral Social Cultural (SMSC) provision is embedded across the curriculum. It is linked to our collective worship/assembly programme and underpins the ethos and values of the school. Our curriculum aims to prepare pupils for the opportunities, responsibilities and experiences of life. It is recognised that children with low aspirations may be more susceptible to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. (See Appendix 4 – PSHE Curriculum Overview)
- 7.3 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.
- 7.4 The school recognises that radicalisation can take place online as well as offline. Children may encounter extremist narratives, misinformation, disinformation, conspiracy theories and harmful ideological content through websites, social media, gaming platforms, messaging applications and AI-generated content. Staff will remain vigilant to online indicators of radicalisation and will follow safeguarding procedures where concerns arise.
- 7.5 The Trust will ensure that appropriate filtering and monitoring systems are in place to reduce the risk of pupils being exposed to terrorist and extremist content online. These

systems will be reviewed regularly and concerns arising from monitoring activity will be referred through safeguarding procedures where appropriate.

8. STAFF TRAINING

- 8.1 Through training opportunities in the school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities. All staff and Academy Committee Members are required to undertake specific training on Prevent, every two years (See Appendix 2- Staff training)

9. VISITORS AND THE USE OF SCHOOL PREMISES

If any member of staff wishes to invite a visitor into the school, they must first undertake a vetting process and seek the approval of the Headteacher.

Please see the Visitors Policy and Visiting Speakers Agreement for further information.

- 9.1 Upon arrival at the school, all visitors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience during their visit.
- 9.2 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. Please see the Lettings Policy for further information.

Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school may contact the police and/or LADO (as appropriate) and terminate the contract.

10. ADDITIONAL MATERIALS

- 10.1 See Appendix 3 for further reading

Changes History Table

Version	Date	Amended by	Approved By	Summary of Changes
5	September 2026	Director of Safeguarding and School Operations (Trust DSL) and reviewed by the Executive Team	Trust Board	- Updated to reflect KCSIE 2026 and Working Together 2026. - Strengthened safeguarding approach to online radicalisation and extremism. - Added references to misinformation, disinformation, conspiracy theories, AI-generated content and mass violence narratives.

				• Enhanced referral processes, DSL responsibilities and risk assessment guidance. • Updated Trust terminology and governance references
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Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child may be susceptible to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly and immediately to the Head of School as SPoC or another DDSL in their absence
- All incidents will be fully investigated and recorded and will be kept in line with procedures for any other safeguarding incident.
- Unless contacting the parents/carers would place a child at risk of harm, parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral on CPOMS.
- The SPoC or DDSL will follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to Children's Services via <https://www.southampton.gov.uk/children-families/childrens-social-care/report-a-concern-about-a-child/childrens-resource-service/> and the Police.

Also see Appendix 5

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and those involved in the governance of the school to raise concerns relating to extremism directly. Concerns can also be raised by [online](#) or by email: counter.extremism@education.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case emergency procedures should be followed. Further support can be found [here](#). If you believe you have information relating to terrorism, please call the anti-terrorist hotline on: 0800 789 321.

Appendix 2 – Related safeguarding training records

Type of Training	Delivered by	Delivered to	When and at what frequency
Refresher – General reminder of Prevent Strategy and this and other associated policies	DSL	All staff, Trustees and Academy Councillors	INSERT DATE: Autumn 2026 Annually
Awareness Training	.Gov.uk	All staff, Trustees and Academy Councillors	INSERT DATE: Autumn 2026 During induction period and every two years Certificates held in INSERT LOCATION – National College and Snr Admin Officer records
Referral Training	Gov.uk	DSLs	INSERT DATE Autumn 2026 Every two years Certificates held in INSERT LOCATION - National College and Snr Admin Officer records & safeguarding folder
Safer Recruitment Training	Any relevant provider	Persons involved in the staff or volunteer recruitment process	INSERT DATE Feb 2026 Recommended to be refreshed on a 3 yearly basis. Certificates held in INSERT LOCATION - Snr Admin Officer records & Safeguarding folder
Safeguarding and Child Protection Training	Any accredited provider e.g. LA or NSPCC	All DSLs	INSERT DATE – Sept 2026 Refreshed on a 2 yearly basis. Certificates held in INSERT LOCATION- Snr Admin Officer records & Safeguarding folder

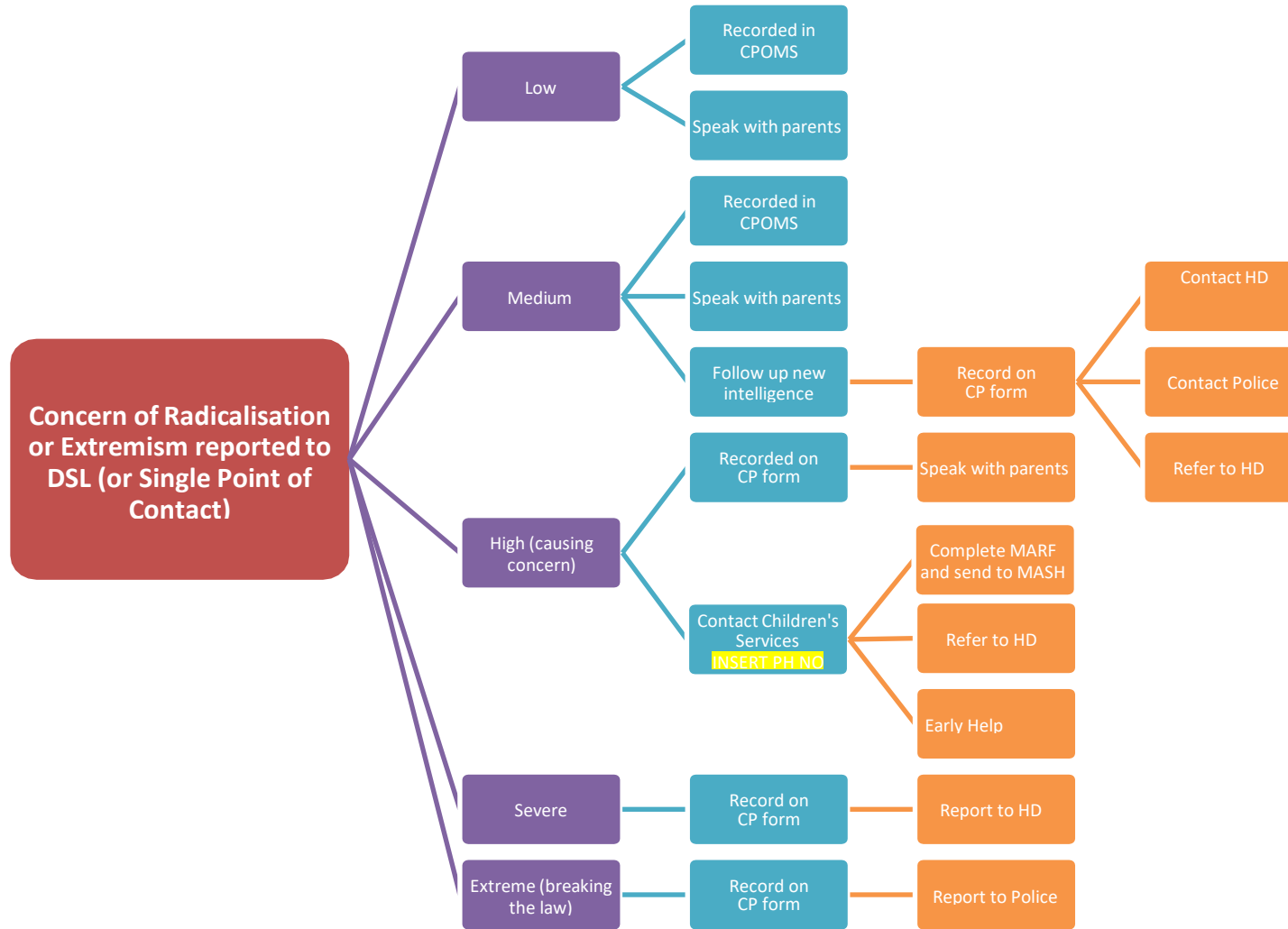
Basic Safeguarding and Child Protection Training including KCSIE	DSL and The National College	All staff and Academy Councillors	During induction period and receiving updates on an annual basis. Certificates held in Snr Admin Officer records
KCSiE Part One and KCSiE Parts One to Five and Annex B, C,D	DSL	All staff Academy Councillors	INSERT DATE- Autumn 2026 Annually - held in Snr Admin Officer records

Appendix 3 - Additional materials

- The Prevent Strategy, GOV.UK – Home Office
- The Prevent Duty for Schools GOV.UK
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Promoting fundamental British values as part of SMSC in school 2014

Appendix 4 – <https://www.stmonicaprimary.co.uk/Safeguarding/>

Appendix 5 – Anti Radicalisation & Anti Extremism Flow Chart



Appendix 6 – Indicators

Indicators of radicalisation or extremism* and the resulting response from

St Monica Primary School

Characteristics as identified in key documents*	Possible behaviours displayed by pupils in school	Status	School's response Action - all incidents are to be reported to the Single Point of Contact SPoC or a DSL
Physical changes			
Possesses unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person)	Children begin to bring gifts into the school and they don't clearly give appropriate reasons for having these gifts	Medium	Record in Behaviour Folder, report to a DSL and parents-seek further advice if any disclosure reveals greater concern
Sudden or gradual change in physical appearance/ Changing their style of dress or personal appearance to accord with the group	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record on CP form, report to the DSL who will refer to HANTS Direct Extreme (law breaking): Record on CP form, report to DSL & police
Sudden or unexpectedly wearing religious attire/ Possession of materials or symbols associated with an extremist cause	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group, child is in possession of such items as website links, newspaper articles, magazines or religious symbols associated with a radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record on CP form, report to the DSL & Children's Services Extreme (law breaking): Record on CP form, report to the police
Social changes			
Cuts ties with their friends, family or community /Loss of interest in other friends and activities not associated with the extremist ideology, group or cause	Pupil absent from education for extended periods with questionable reasons or missing in education	Causing Concern	Report to EWO and follow LA guidance
	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record on CP form, seek advice/ investigation by DSL

	Repeated or ambiguous requests for extended leave to a country where the family may be known to have links with radicals	Severe	Severe: Record on CP form, report to the DSL /EWO & possible referral to Children's Services
Starts to become socially withdrawn/ refusal to co-operate	Attempted withdrawal from lessons such as PE, RE	Medium	Record in Behaviour Folder, report to
	PSHE celebration events linked to other festivals and these reasons are attributed to following the demands of a particular ideology.		Inform DSL and parents. Seek further advice from Headteacher if any disclosure reveals greater concern. Keep records of any letters written to school from the parent/carer or any meetings had with parents.
	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	
Begins to associate with others who hold radical views/ Communications with others that suggests identification with a group, cause or ideology/ attempts to recruit to prejudice-related organisations	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school	Causing Concern	Report to DSL on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)
Bullies or demonises other people freely/ attempts to recruit to prejudice- related organisations	Expresses support for terrorist or extremist groups, ideologies or individuals, or demonstrates fascination with acts of terrorism or mass violence. Socially isolates and or bullies other children and/or selects friendship groups based on perceived faith, culture, heritage, makes derogatory comments about other religions or faiths	Causing Concern	Report to DSL on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)
Associates with known radicals/ Spending increasing time in the company of other suspected extremists	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report of a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school	Causing Concern	Report to DSL on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)

Becoming dependent on social media and the internet/ possession of prejudice-related materials	Reported attempts to visit extremist websites etc. Friends/parents report that child has accessed extremist information at home	Severe	Report on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)
Begins to attend rallies and demonstrations for extremist causes	Parents report of a change in behaviour as the pupils is attending group sessions/rallies/demonstrations of known extremist or radical groups, reported incidences of pupils establishing friendships or actions with links to known extremist or radical groups and parents/carers request for assistance, partner agencies report issues affecting pupils in the academy	Severe	Report on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)
Visits extremist websites, networks and blogs	Internet log identifies attempted visits to extremist website etc. parents report that child has accessed extremist information at home, partner agencies report issues affecting pupils in the school. Repeated viewing, sharing or glorification of material relating to mass violence.	Severe	Report on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)
Emotional and verbal changes			
Displays hatred or intolerance of other people or communities because they are different/ Using insulting to derogatory names for another group/ prejudice related ridicule or name calling/ inappropriate forms of address	Pupil makes derogatory comments about other religions or faiths	Medium OR Causing Concern depending upon frequency and regularity	Record in Behaviour Folder, report to DSL and parents- seek further advice from DSL if any disclosure reveals greater concern. Report on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)
Begins to complain, often with anger, about governmental policies, especially foreign policy	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)
Begins to believe in government conspiracies	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)

Exhibits erratic behaviour such as paranoia and delusion	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)
Speaks about seeking revenge/provocative behaviour	Use of extremist 'hate' terms to exclude others to incite violence. Obsession with mass casualty incidents, school attacks, public massacres or violent offenders.	Causing Concern	Report on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)
Demonstrates sympathy to radical groups/ Attempts to recruit others to the group/cause	Discusses sympathy for groups such as Al-Qaeda, ISIS/ISIL, Al-Shabaab, Combat 18, BNP, Britain First, EDL and socially isolates other children and/or selects friendship groups based on perceived faith, culture, heritage	Causing Concern	Report on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)
Starts to exhibit extreme religious intolerance/ derogatory name calling	Makes derogatory comments about other religions or faiths, discusses narrow viewpoints in RE lessons, graffiti symbols, writing or art work promotes extremist messages	Severe	Report on CP form/ Seek advice from Children's Services.
Advocates violence or criminal	Use of extremist 'hate' terms to exclude others to incite	Severe or Extreme	Severe: Report on CP form/ Seek advice from Children's Services (which may result in a referral to the MASH team)
Behaviour/ physical or verbal assault/ damage to property/ condoning or supporting violence towards others	violence, partner agencies report issues affecting pupils in the school	(if they are demonstrating law breaking)	Seek advice from Children's Services (which may result in a referral to the MASH team) Extreme (law breaking): Record in CP folder, report to the police

KEY DOCUMENTS

*The Prevent duty, Departmental advice for schools and childcare providers 2015

*Keeping children safe in education, statutory guidance for schools and colleges DfE

*Working Together to Safeguard Children-DfE 2026

Appendix 7 – Whole School Prevent Risk Assessment Example

St MONICA PRIMARY SCHOOL PREVENT RISK ASSESSMENT– September 2026

Prevent Duty Risk Assessment: To ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.

Note - Prevent risks must be explicitly referenced in the School Evaluation Form (SEF).

IDENTIFY THE HAZARD	WHO MIGHT BE HARMED AND HOW	LIST EXISTING PRECAUTIONS	RISK RATING H/M/L	IDENTIFY ADDITIONAL PRECAUTIONS NEEDED
Children being exposed to materials / contact with individuals which could draw them into criminal activity related to terrorist or extremist ideas or activity (of political, religious or extreme motivation)	All children; specifically, those children who: - Find it difficult to make friends or sustain relationships - May have a SEND need that means it is difficult for them to interact with other people - May be vulnerable due to f	- Trust Tackling Radicalisation and Extremism Policy in place. - All staff are alert to risks and have received refresher training in Prevent within the last two years. Refresher completed 18.6.26. - All new staff complete Course 1 as part of their induction (certificate of completion required) - All new DSLs complete Course 2 as part of their induction (certificate of completion required) - Preventing radicalisation guidance is part of the child protection policy.	L	If required, the template for a child specific risk assessment can be found here

	family circumstances Children with mental health difficulties (diagnosed or undiagnosed)	- Trust Safer Recruitment procedures are rigorously followed. - Trust Visitors and Visiting Speakers Policy in place. - Visitors to school wear visitor lanyards so they are easily recognised by the children. - Safeguarding guidance given to all visitors. - Acceptable Use policy in place for adults and pupils. - The PSHE curriculum actively promotes respect and understanding of the cultures represented in the school and those that are not. Stereotyped views are challenged and there is an open dialogue to change attitudes. - The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils. - ELSA support available for children with difficult circumstances to diagnose need and help required.	
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		- Behaviour & Anti bullying policy are well embedded to address any concerning interactions and to prevent any patterns occurring. - Children are encouraged through PSHE, collective worship and behaviour management to have high regard for	L	
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		others with a personal understanding of what is right and wrong in the world. • Effective SEND support and support of additional needs used to address communication difficulties and social communication. • Curriculum teaches children strategies on keeping themselves safe. • Children are taught how to positively manage risk throughout the curriculum and also in their lives. • Schools Internet has appropriate filtering and monitoring, ensuring children are not exposed to inappropriate materials in this case access to extremist ideas.		
Escalation and contacting the Police		If you have concerns about a child or young person, complete the Trust child specific Prevent risk assessment. If you are in any way unsure about the level of risk, you should seek advice from: • your local children's social care team (find contact details at report child abuse to a local council) • your local authority Prevent team – Southampton or Hampshire • other Prevent partners IMPORTANT: If you are in any doubt, you must share your concerns and make a Prevent referral. If there is an immediate threat to life, call 999 without delay. Other sources of support: DfE Dedicated Helpline: 020 7340 7264 (11am – 3pm Monday to Friday) Local Police for support and Advice – Tel : 101 non-emergency		

CARRIED OUT BY: R. Waghorn

DATE: 07.9.25

DISTRIBUTED TO: All staff REVIEW DATE: 1.9.27

Appendix 8

Prevent - Risk Assessment Framework

Radicalisation risk indicators

There is no single route to radicalisation. However, there are some behavioural traits that could indicate that a child or young person is vulnerable to radicalisation.

Radicalisation is not a linear process. Children and young people may express a combination of behaviours at different times. Designated safeguarding leads (DSLs) should consider an individual's behaviour in the context of wider influencing factors and vulnerabilities.

In most cases, you should speak with the child, young person and their parents or carers (if under 18). You should also consider contextual, vulnerability and protective factors to make a comprehensive assessment of risk and harm.

Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.

Tell the police immediately if you think a child or young person:

- is about to put themselves or others in immediate danger
- appears to be involved in planning to carry out a criminal offence

Identifying radicalisation

[Counter-terrorism strategy \(CONTEST\) 2018](#) defines 'radicalisation' as the process by which a person comes to support terrorism and extremist ideologies associated with terrorists. This guidance is designed to help you consider indicators of risk and decide what response is appropriate. These indicators are a guide to help you make professional judgements. If in doubt, [make a Prevent referral](#).

All school staff should look out for concerning changes in behaviour and report them to the designated safeguarding lead (DSL). Behaviours that might cause concern include:

- Any concerning changes in behaviour may indicate a safeguarding concern. These changes can be emotional, verbal or physical.
- A child or young person may be vulnerable in certain ways that could make them more susceptible to a range of harms. These could include sexual exploitation, extremism and radicalisation, or serious violence.

For more information, read [understanding and identifying radicalisation risk in your educational setting](#).

The levels of risk are:

- low risk
- at risk
- medium risk
- high risk

A child or young person can move very quickly between the risk categories. You should deal with any escalation of risk immediately and record this in their CPOMS record. A case may also involve risks at all levels. When completing this risk assessment please indicate all relevant risks; your answers do not need to be confined to one level of risk.

It is **very important** you describe the **evidence** you have observed for each risk you have ticked in the summary of evidence boxes following each set of risk indicators. Include as much background information as possible. This will assist you in submitting a referral where required. When you make a Prevent referral about a child or young person you should consider and describe:

- how or why your organisation came to be concerned
- what happened if there was a specific event
- the indicators that something is wrong
- any sympathetic interest in hate crimes, extremism or terrorism - including any extremist ideology, group or cause, support for 'school shooters' or public massacres, or murders of public figures
- any worrying use of mobile phone, internet or social media and how you found this out
- any contact with groups or individuals that cause you concern, including who and how often, and why you're concerned
- any expression of wanting to cause physical harm, or threats of violence, including who to, when and what was said or expressed
- any additional need, disability or special educational need, including what they are and if they're known or suspected
- any other safeguarding concerns about the family, peer group or environment
- any discussions you've had with the child or young person and parent or carer (if under 18)
- the parental or carer support (if known and under 18)
- what you're worried about, what may happen if the child, young person or adult learners' needs are not met and how will this affect them

If you're unsure about the level of need, you should ask for advice from:

- your local children's social care team (find contact details at [report child abuse to a local council](#))
- your local authority Prevent team – [Southampton](#) or [Hampshire](#)
- other Prevent partners

IMPORTANT: If in any doubt, you must share your concerns and [make a Prevent referral](#). If there is an immediate threat to life, call 999 without delay.

High risk

High risk means a child or young person is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, tell the police immediately.

High risk, criminal behaviour includes:

High Risk Indicators	Tick
Verbally or physically attacking someone due to their race, religion, sexuality and so on	
Committing violent acts guided by a violent extremist ideology or group	
Taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)	
Having a 'kill list' or detailed plan to carry out mass violence	
Producing or sharing terrorist material offline or online	
Recruiting others to a proscribed terrorist group or organisation	

High risk: summary of evidence

Please summarise what evidence you have regarding the high risks indicators you have ticked above. Please also outline what strengths are present in supporting the family with these risks. This section must be completed if you have indicated a risk/s above.

High risk: what to do

You should ask yourself if the child or young person:

- needs support from more than one agency
- is about to put themselves or others in danger
- is at risk due to actions of their parents or carers, or wider family members
- has made violent threats to your setting

Tell the police immediately if you suspect a child, young person or adult learner:

- is about to put themselves or others in danger by travelling to join a prescribed organisation, or
- appears to be involved in planning to carry out a criminal offence

If you suspect a child or young is likely to commit an attack on your setting, contact the police and local authority for immediate support.

To find out how to keep your setting safe, read the [school and college security](#) guidance.

Medium risk

Medium risk means a child or young person is at heightened risk of radicalisation. There may be several indicators of risk.

If the child or young person is at risk of harm, you must [make a Prevent referral](#) immediately.

Medium risk behaviour includes:

Medium Risk Indicators	Tick
Legitimising the use of violence to defend ideology or cause	
Accessing extremist or terrorist websites, forums and publications	
Expressing dehumanising views	
Expressing an interest to travel to a conflict zone	
Being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life	
Targeting a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but not otherwise identifying with one particular terrorist ideology or cause	

Medium Risk Indicators	Tick
Being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)	

Medium risk: summary of evidence

Please summarise what evidence you have regarding the medium risk indicators you have ticked above. Please also outline what strengths are present in supporting the family with these risks. This section must be completed if you have indicated a risk/s above.

Medium risk: what to do

If you suspect a child, young person or adult learner is at medium risk, you should assess their vulnerability and examine the risk and protective factors as set out in the statutory guidance on [working together to safeguard children](#).

You should ask yourself:

- if there's reasonable cause to suspect that the child or young person is suffering or likely to suffer significant harm
- what the risks are and what would happen if these needs are not met - what the impact will be on the child or young person - what you're worried about
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

If the child or young person is suffering from or is at risk of harm, you must [make a Prevent referral](#) immediately. This is a statutory requirement.

Your Prevent partners may give you advice or forward the referral on to Channel as appropriate.

Channel is a multi-agency partnership that supports people identified as at risk of being drawn into terrorism. Channel focuses on early intervention to provide support at an early stage. To find out more, read 'Channel support' in [making a referral to Prevent](#).

You should also carry out an assessment to identify whether any needs should be met by more than one agency, for example child and adolescent mental health services. If you're not sure if you should do this, your local authority may suggest this when you make the Prevent referral.

When you share information about a child or young person who is under 18, you should try to get parental consent but only if it is safe to do so. Do not put the child or young person in more danger. For more guidance, read 'informing the child, young person, parents or carers' in [making a referral to Prevent](#).

To find out more, read the [case studies](#), which involve different ideologies, issues, age ranges and examples of interventions.

At risk

A child or young person at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation.

If a child, young person or adult learner is showing at risk behaviour, you should explore this further to see if you need to make a Prevent referral.

At risk behaviour includes:

At Risk Indicators	Tick
Being drawn to conspiracy theories	
Beginning to isolate themselves from family and friends	
Viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet	
Expressing concerns about being victimised, for example feeling under attack	
Discriminating against other individuals or groups of people	
A sudden change in behaviour	
Showing interest in extremists or extreme groups	
Expressing views that divide us, for example talking about 'us' and 'them'	

At risk: summary of evidence

Please summarise what evidence you have regarding the at risk indicators you have ticked above. Please also outline what strengths are present in supporting the family with these risks. This section must be completed if you have indicated a risk/s above.

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At risk: what to do

If you think a child or young person is at risk, you should look at their behaviour and gather all the information you need to make a full assessment of risk and harm.

You should ask yourself:

- if you have enough information to make a comprehensive assessment
- what's happened in the past to trigger the incident
- if this is an isolated incident or a pattern of behaviour
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

You should:

- talk to the child or young person in a safe space - see [how to speak to a child, young person or adult learner vulnerable to radicalisation](#)
- talk to the parents or carers (if under 18) about your concerns - see 'informing the child, young person, parents or carers' in [making a referral to Prevent](#)
- make a holistic assessment of vulnerability, examining risk and protective factors as set out on page 15 of [working together to safeguard children](#)

If you need to make a Prevent referral, you can ask Prevent partners for advice and support.

When asking for advice, you do not need to identify the child, young person or adult learner. Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.

If you're in any doubt, [make a Prevent referral](#).

The best person to speak to a child, young person or adult learner is any professional, parent or carer (if under 18) who has a good relationship with them.

If you think the risk is escalating, follow your Prevent referral procedures and read the guidance for medium or high-risk cases.

Low risk

Low risk means there's no evidence to suggest the child or young person is vulnerable to radicalisation. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

Low risk behaviours include:

LOW RISK INDICATORS

Low Risk Indicators	Tick
Holding strong opinions or values (non-violent or non-extremist)	
Criticising government policies	
Adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging	
Being active on social media	
Taking a keen interest in national and international affairs	
Taking a stand and supporting causes, for example animal rights (non-violent)	
Showing new interest in a political ideology or religion	
Holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)	

Low risk: summary of evidence

Please summarise what evidence you have regarding the low risk indicators you have ticked above. Please also outline what strengths are present in supporting the family with these risks. This section must be completed if you have indicated a risk/s above.

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Low risk: what to do

Where there is low risk, you should think about:

- talking informally to the child or young person about the changes in their behaviour
- providing an opportunity to debate controversial issues in a safe space
- offering information about how to keep safe online

Educate Against Hate has [resources for schools to safeguard students](#) and Education and Training Foundation has [resources for FE providers](#).

The [Prevent duty guidance](#) says that schools and FE providers should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and to learn how to challenge these ideas.

Regular Prevent training will help staff understand what radicalisation means and why children, young people and adult learners may be vulnerable to being drawn into terrorism.

For an example of managing a low risk concern, see [case study 4: responding to extremism concerns in the classroom](#).

Contextual factors

Consider where children are being harmed in contexts outside the home, to enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#).

1. Has the CYP experienced any significant life events or trauma that may be linked to the current risks?

2. Is there any additional information which is not covered by the risk indicators that you think indicates an extremism concern?

Overall rating of risk

Please indicate the overall level of risk you believe is present in this case in terms of the extremism and wider concerns identified:

High ☐

Medium ☐
At risk ☐
Low ☐

Please briefly summarise why you feel the risks in this case are high, medium, at risk or low:

Note:

Practitioners should be aware that working with extremism concerns is a developing area of practice in social work. As such the above indicators may change as more is understood about risks of extremism and how to work with CYP on these issues. Please regularly revisit this risk assessment following the cycle below.

