Walkwood
Church of England Middle School

Prevent Duty-

Dealing with Extremism and Radicalisation Policy

Appendix 1: Prevent Duty – Risk Assessment

adopted by

Governing Body Committee responsible:		Full Board	
Approval granted:	28 Sept 2026	Review date:	Autumn Term 2027



Our Vision:

In our inclusive community,
Each valued individual is taught self-belief
We are resilient and optimistic,
Caring for ourselves and our peers.
We are Children of God, with hope,
Awe and wonder in our hearts.

Our Bible verse:

Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you. *Ephesians 4:32*

Respect - Believe - Succeed

Our Values

Respect – Friendship - Honesty - Kindness

Prevent Duty - Dealing with Extremism and Radicalisation

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
Sept 26	Sept 27	Mrs Gemma Mckenna	Mrs Caroline Lowe Mr Simon West	Mr Brian Allbut

The following are very important contact details that must be kept up to date at all times:

Safeguarding Contacts	Name	Contact details
Designated Safeguarding Lead	Gemma Mckenna	GMcKenna@walkwoodms.worcs.sch.uk
Deputy Designated Safeguarding Lead	Caroline Lowe Simon West	Swest@walkwoodms.worcs.sch.uk CLowe@walkwoodms.worcs.sch.uk
Nominated Governor for Safeguarding	Mr B Allbut	Ballbut@walkwoodms.worcs.sch.uk
Local Authority Designated Officer (LADO)		01905 846221 LADO@worcschildrenfirst.org.uk
Social Services Referrals		01905 822666
Out of Hours Social Services		01905 768020
Police		999
NSPCC Whistle-blowing Helpline		0800 028 0285

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Education Act 2011
- Counter Terrorism and Security Act 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Protecting children from radicalisation: the prevent duty (DfE) https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales
- Promoting fundamental British values through SMSC (DfE) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
- Taylor et al: Addressing extremism through the classroom (Centre for Teachers and Teaching Research, UCL Institute of Education)

https://discovery.ucl.ac.uk/id/eprint/10133809/1/Addressing%20Extremism%20Through%20the%20Classroom%20-%20Final%20Report.pdf

- Prevent – how well maintained schools implement their duties under the Counter-Terrorism and Security Act 2015 (Estyn 2020)
- https://www.estyn.gov.wales/system/files/2021-08/Prevent%2520-%2520thematic%2520report%2520en.pdf
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Prevent Strategy (HM Gov)
- Teaching approaches that help build resilience to extremism among people (DfE) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182675/DFE-RR119.pdf
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf
- Channel Duty Guidance - Protecting vulnerable people being drawn into terrorism (HM Government) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/686071/Revised_RDA_report_March_2018.pdf

We believe this policy should be viewed in **conjunction** with the following policies:

- Keeping Children Safe in Education 2026
- Safeguarding and Child Protection Policy 2026-2027

We are aware that 'Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.' (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges.

We are committed to safeguarding and promoting the welfare of all children and we take account of the information contained in the DfE documents 'Working Together to Safeguard Children' (July 2018) and Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges as the safety and protection of children is of paramount importance to everyone in this school.

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school staff, training for school staff and with working with parents.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the prevent duty and we believe it is essential that school staff are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We understand that:

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs which also includes calling for the deaths of members of the armed forces.

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

- **Terrorism** is 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.

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))

We understand that there is no single way of identifying whether a child is likely to be susceptible to extremist ideology. However, there are some behavioural traits that could indicate a child has been exposed to radicalizing influences such as:

Outward appearance	Online behaviour
▪ Becoming increasingly argumentative. ▪ Refusing to listen to different points of view. ▪ Unwilling to engage with students who are different. ▪ Becoming abusive to students who are different. ▪ Embracing conspiracy ideas. ▪ Feeling persecuted. ▪ Changing friends and appearance. ▪ Distancing themselves from old friends. ▪ No longer doing things they used to enjoy. ▪ Converting to a new religion. ▪ Being secretive and reluctant to discuss their whereabouts. ▪ Sympathetic to extremist ideologies and groups.	▪ Changing online identity. ▪ Having more than one online identity. ▪ Spending a lot of time online or on the phone. ▪ Accessing extremist online content. ▪ Joining or trying to join an extremist organization.

We are aware of the Channel Panel which is a voluntary, confidential programme 'which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism' and it uses a 'multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.'

We understand that is our duty under the statutory guidance on the prevent duty to have in place a risk assessment, a working partnership with the Local Safeguarding Children Boards (LSCBs), training school staff and IT policies.

We have a duty to actively promote and embed British values such as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' within this school and to challenge pupils, school staff or parents who express extremist views contrary to these values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We do not shy away from teaching British values as we believe that schools have a major role to play in upholding them in order to develop children's resilience against extremism and acts of terrorism.

We work hard to ensure British values are embedded across the whole curriculum and the school ethos through spiritual, moral, social and cultural lessons, citizenship and PSHE.

We aim to be recognised in all school inspections as a setting which ensures we have in place arrangements to promote pupils' welfare and curriculum measures to prevent radicalisation and extremism.

We will refer any concerns we may have regarding individuals or groups of individuals who have or demonstrate extremist views to the relevant outside agencies as we feel that we have a duty to intervene at the earliest opportunity and to protect those concerned.

We will ensure that counter-radicalisation strategies will not prevent teachers discussing with their pupils controversial ideas and topics as we wish pupils to further develop their own critical thinking skills.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aims

- To have in place a safeguarding and child protection policy and related policies that outline clear procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of all children.
- To identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views.
- To be vigilant against all forms of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To share good practice within the school, with other schools and with the local authority in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Trust

- The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

Role of the Governing Body

The governing body has:

- has appointed a senior member of staff to act as the designated safeguarding lead;
- delegated powers and responsibilities to the headteacher to ensure all school staff and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated safeguarding governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the school council in:

  - ☐ determining this policy with the governing body;
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all pupils;
  - ☐ reviewing the effectiveness of this policy with the governing body.

- nominated a link governor to:

  - ☐ visit the school regularly;
  - ☐ work closely with the headteacher and the designated safeguarding lead;
  - ☐ ensure this policy and other linked policies are up to date;
  - ☐ ensure that everyone connected with the school is aware of this policy;
  - ☐ attend training related to this policy;
  - ☐ report to the governing body every term;
  - ☐ annually report to the governing body on the success and development of this policy.

- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The headteacher:

- work in conjunction with the senior leadership team to ensure all school staff, pupils and parents are aware of and comply with this policy;
- assess the risk of children being drawn into terrorism;
- ensure risk assessments are:

- ☐ in place and cover all aspects of this policy;
- ☐ accurate and suitable;
- ☐ reviewed annually;
- ☐ easily available for all school staff.

- review and if necessary implement the recommendations of the recent report 'Prevent – how well maintained schools implement their duties under the Counter-Terrorism and Security Act 2015' (Estyn) namely schools should:

  - ☐ include risks to pupils from radical and extremist ideologies in the school's policies, in particular policies that cover ICT and online safety;
  - ☐ record and report all incidents of racist language and racial bullying properly, and offer suitable support and challenge to victims and perpetrators;
  - ☐ acknowledge that radicalisation and extremism are real risks to pupils in all schools and ensure staff training, policies and curriculum suitably address these risks;
  - ☐ ensure that all pupils have a voice and can share with the school any concerns they have about behaviours or expressions of radical or extremist ideas.

- have in place an excellent working partnership with the LSCB;
- ensure all school staff complete the online National College Training ' Safeguarding and Prevent Duty';
- provide training for school staff about the risks to children of online activity from terrorist and extremist groups;
- ensure children are safe from terrorist and extremist material when accessing the school's internet;
- provide an effective personal, social and health education curriculum in order to develop resilience, determination, self-esteem and confidence in all pupils;
- develop citizenship in order for all pupils to play an active part in society;
- ensure school staff are vigilant against radicalisation and extremism;
- ensure that a broad and balanced curriculum is taught;
- ensure that British values are promoted and embedded in the school;
- ensure pupils are taught about staying safe;
- ensure that pupils are not influenced by the views and beliefs of others;
- refer any concerns about individuals or groups of individuals to the appropriate outside agencies;
- ensure parents are aware of:

  - ☐ Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges;
  - ☐ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children;
  - ☐ the Safeguarding and Child Protection policy;
  - ☐ safeguarding procedures in place;
  - ☐ all safeguarding policies;
  - ☐ their role in safeguarding and child protection.

- work closely with the link governor and designated safeguarding lead;
- provide leadership and vision in respect of equality;
- make effective use of relevant reports, research and general information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:

  - ☐ monitoring learning and teaching through observing lessons;

- ☐ monitoring planning and assessment;
- ☐ speaking with pupils, school staff, parents and governors.

- annually report to the governing body on the success and development of this policy.

Role of the Designated Safeguarding Lead

The designated safeguarding lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Headteacher and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to:

  - ☐ understand the assessment process;
  - ☐ understand the procedures of a child protection case conference and child protection review conference;
  - ☐ understand the specific needs of children in need;
  - ☐ understand the specific needs of children with special educational needs and those of young carers;
  - ☐ have in place a secure and accurate record system of all concerns and referrals.

- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- make a referral to the regional channel police practitioner if it is thought that a member of the school community is vulnerable to being drawn into terrorism;
- be aware that on receiving the referral, the regional channel police practitioner will:

  - ☐ use a vulnerability assessment framework that will assess whether or not the case is potentially appropriate for channel by considering the following criteria:

    - ➢ Engagement with a group, cause or ideology.
    - ➢ Intent to cause harm.
    - ➢ Capability to cause harm.

  - ☐ if the case is not suitable for channel then the case will be referred to other support services.

- raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;
- keep a confidential child protection register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in a central place;
- inform parents that information is kept on their children;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school staff with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure that parents are aware that referrals about suspected abuse or neglect may be made;

- make child protection referrals;
- record all child protection referrals on CPOMs;
- co-ordinate action within the school;
- liaise and seek advice from the local authority designated officer (LADO) when the need arises;
- liaise with social care and other agencies;
- record the transfer of all child protection files of any pupil leaving to join another school by keeping the following record:

Date of Transfer	Child's Name	D.o.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date will all new guidance on safeguarding children;
- keep all school staff up to date with any changes to procedures;
- organise appropriate training for school staff and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school staff when necessary;
- ensure that there is a smooth transition of responsibilities and information when a new designated safeguarding lead takes over the role;
- annually review the policy with the head.

Role of School Staff

School staff will:

- attend Prevent training;
- be aware of the risks to children of online activity from terrorist and extremist groups;
- ensure that children are safe from terrorist and extremist material when accessing the school's internet;
- teach PSHE and citizenship;
- be vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;
- be aware of the DfE guidance 'Teaching approaches that help build resilience to extremism among young people';
- ensure British values are promoted and embedded in the school;
- ensure pupils are taught about staying safe;
- ensure that pupils are not influenced by the views and beliefs of others;
- refer any concerns about individuals or groups of individuals to the designated safeguarding lead or to the appropriate outside agencies;
- be asked to report any of the following; pupils:

  - ☐ having extremist political or religious views;
  - ☐ disclosing that they have been exposed to:

- extremist views and materials;
- online extremist material;
- extremist social networking sites.

- ☐ being approached by known extremists in the local community;
- ☐ voicing extremist views and opinions;
- ☐ voicing anti-British values;
- ☐ voicing ant-Western views;
- ☐ in possession of extremist materials;
- ☐ changing their style of dress or appearance;
- ☐ behaving differently in school and at home;
- ☐ attempting to impose extremist views on others;
- ☐ committing prejudice-related attacks against others.

- comply with all aspects of this policy;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school staff, parents and governors;
- promote good behaviour;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community using CPOMs.

Role of Pupils

Pupils will:

- being aware of and comply with this policy;
- learn:

  - ☐ how to recognise and manage risk;
  - ☐ how to make safer choices;
  - ☐ how to deal with peer pressure when it threatens their personal safety or wellbeing;
  - ☐ about Internet safety;
  - ☐ about British values;
  - ☐ about democracy, government and how laws are made;
  - ☐ about diversity and the wide-range of ethnic identities in the UK;
  - ☐ about the need for mutual respect and understanding;
  - ☐ about political and social issues.

- be introduced to sensitive or controversial topics;
- be taught to:

- ☐ develop their knowledge, self-esteem and self-confidence;
- ☐ distinguish right from wrong and respect the civil and criminal law of England;
- ☐ accept responsibility for their behaviour;
- ☐ show initiative;
- ☐ demonstrate how they can contribute positively to the lives of those living and working in the locality of the school and society more widely;
- ☐ acquire a respect for public institutions and services;
- ☐ acquire an appreciation of and respect for their and other cultures;
- ☐ respect other people irrespective of their status;
- ☐ use the democratic process to influence decision-making;
- ☐ be made aware of the freedom to hold other faiths and beliefs is protected by law;
- ☐ ensure that people with different faiths or beliefs, or none, should be tolerated, not subjected to prejudicial or discriminatory practices or behaviour;
- ☐ be made aware of the importance of identifying and tackling discrimination.

- be advised to report any concern they have to a member of the school staff;
- promote a positive image of the school and themselves;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school code of conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be invited to attend training that provides advice to parents/carers on how to keep children and young people safe against radicalisation and extremism that covers the following:

  - ☐ Why might a young person be drawn towards extremist ideologies?
  - ☐ How might this happen?
  - ☐ Recognising the signs of extremism, which may include:

    - ➢ out of character changes in behaviour and peer relationships;
    - ➢ secretive behaviour;
    - ➢ losing interest in friends and activities;
    - ➢ showing sympathy for extremist causes;
    - ➢ glorifying violence;
    - ➢ possessing illegal or extremist literature;
    - ➢ advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League.

  - ☐ How can parents support children and young people to stay safe?

- be encouraged to take an active role in the life of the school;
- be encouraged to support the school code of conduct and guidance necessary to ensure the smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School handbook/prospectus;
- School website;
- Staff handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school staff;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the governing body;
- Text messages;
- Email;
- Social media:
  - ☐ Facebook.
  - ☐ Twitter.

Training

We ensure:

- all school staff:
  - ☐ have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
  - ☐ are familiar with the following documentation:
    - ➢ Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges;
    - ➢ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children;
  - ☐ are aware of the following linked policies:
    - ➢ All aspects of this policy
    - ➢ Safeguarding and Child Protection Workshop to Raise Awareness of Prevent (WRAP)
    - ➢ Anti-bullying and Child on Child abuse policy
    - ➢ Positive Behaviour Strategy
    - ➢ E-Safety
    - ➢ Internet Social Networking Websites
    - ➢ Promoting British Values
    - ➢ Involving Pupils in School Policies
    - ➢ Equal opportunities
    - ➢ Inclusion
- the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- that we have in place data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Microsoft Forms
- that we have in place evidence for all staff that:

- ☐ highlights the knowledge gaps in the training;
- ☐ shows how those knowledge gaps were corrected.

- all school staff understand and undertake their role in safeguarding and child protection effectively.

The headteacher, members of the senior leadership team, the school finance secretary and the nominated governor will receive training from an accredited training.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school staff, training for school staff and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

Linked Policies

- Safeguarding and Child Protection
- Behaviour & Anti-bullying
- Child on child abuse policy
- Equality
- Online Safety

We understand that recent research undertaken by UCL's Institute of Education has found that teachers:

- are reporting a rise in extremist views and conspiracy theories among pupils;
- view their role in tackling extremism as one of mandated reporting of pupils at risk of radicalisation rather than education;
- are worried about:

  - ☐ talking about extreme views in the classroom just in case they got it wrong;
  - ☐ not knowing how much of their own views to share in discussions;
  - ☐ the difficulty of hearing views that conflicted with their own values.

- recognize the conflict between fostering open discussions while ensuring the classroom remained safe for all pupils.

We believe that:

- every pupil should be taught how to reject extremist beliefs and ideologies;
- schools need time, training and resources to teach pupils how to tackle the rise in extremist views;
- time in the curriculum must be found to have frank and open discussions about extremism;
- dangerous ideologies must never be swept under the carpet;
- the power of education must be used to help pupils stand up and reject extremism and violence.