



Preventing Radicalisation Policy

Background

'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.

Ethos

At The John Hampden School Wendover 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.

Statutory Duties

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

Counter Terrorism and Security Act 2015

Keeping Children Safe in Education (2025)

Prevent Duty Guidance for England and Wales (especially paragraphs 141-210)

Working Together to Safeguard Children

Non-statutory Guidance

Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

Related Policies

Acceptable Use (ICT) Policy

Behaviour Policy

Child Protection Policy

Equalities & Cohesion Policy

Lettings' Policy

Personal, Social And Health Education (PSHE) Policy

Spiritual, Moral, Social, Cultural (SMSC) Policy

Staff Code of Conduct

Individual curriculum subject policies

Statement of Vision, Values and Aims

Visitors Policy

Whistle-blowing Policy

Definitions

Extremism is the 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 is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups, or legitimises support for, or use of, terrorist violence.

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.

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

Roles and Responsibilities

Role of the Governing Body

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

The governing body has a nominated person 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 vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters
- be aware of local procedures for making a Prevent referral
- have Prevent awareness training and update this at least every 2 years
- receive in-depth training on extremist and terrorist ideologies, how to make referrals, and how to work with Channel panels

Role of staff

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

Curriculum

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

At The John Hampden School Wendover we ensure that through our school vision, ethos, agreed values, curriculum and teaching we promote respect and tolerance for all cultures, faiths and lifestyles. As educators we have a duty to prepare our children for life in modern Britain and to keep them safe. We support the current Ofsted guidance and value its importance:

- ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain'

The promotion of modern British values and democracy is clearly evident within our school through:

- Whole school and class assemblies where we discuss and celebrate school values including respect and collaboration and focus on the ability to make the right choices
- R.E lessons which teach the children about similarities and differences between different faiths and cultures
- Our curriculum which shows the many influences that have helped to shape the modern Britain of today and the values of our society

Our Values Education and Pastoral care

The high priority that is given to Thinking Skills across the curriculum

Opportunities which provide all pupils with a clearly heard 'voice'

Our Vision Statement and the values which guide our behaviour, thinking and learning

Enrichment weeks including Health & Safety Weeks and World Weeks

Close links with our community

Our support of numerous charities

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.

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 those responsible for monitoring ICT usage 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.

We are aware that children and young people have access to unfiltered internet when using mobile phones and staff are alert to the need for vigilance. We do not allow our pupils to bring mobile phones or devices into school.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

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

Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability 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 safeguarding/health & safety briefings.

Training requirements:

As a minimum, the DSL (and any DDSL) should have Prevent awareness training so they can advise and support staff in protecting children from the risk of radicalisation. This training should be updated at least every 2 years.

It is best practice for all staff to be trained in the Prevent duty.

The DSL/Prevent lead should receive more in-depth training, including information about extremist and terrorist ideologies, how to make referrals, and how to work with Channel panels.

Available training resources:

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning - offers an introduction to the Prevent duty
- Prevent referrals e-learning - supports staff to make Prevent referrals that are robust, informed and with good intention
- Channel awareness e-learning - aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel

Additional support is available through:

Educate Against Hate - a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism

London Grid for Learning - which has produced useful resources on Prevent

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 part 3 of Keeping Children Safe in Education (2025). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

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

Visitors who are invited to speak to pupils will be informed about our preventing 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.

'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.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- 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
- Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation 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 will make a referral to the appropriate body.

Channel Programme

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism.

Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required.

A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The DSL should consider if it would be appropriate to share any information with a new school in advance of a child leaving, for example information that would allow the new school to continue supporting those who are currently receiving support through the Channel programme.

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.

Signed (Headteacher): Steph Parkinson

Signed (Chair of Governors):

Date: November 2025

Review Date: November 2027