



STRATFORD GIRLS'
GRAMMAR SCHOOL
STRATFORD-UPON-AVON

Preventing Radicalisation Policy

Disclosable under Freedom of Information Act 2000	Yes
To be published on website	Yes

Policy ownership

Governor committee:	Progress & Well-being
Department responsible:	Senior Leadership Team
Post-holder: (title and name)	Gurd Ubhie, Assistant Head & DSL
Linked procedures	
Responsible person	Gurd Ubhie
Implementation date	July 2021
Planned review interval	Annually
Planned next review date:	September 2027

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when students may become susceptible to radicalisation. In March 2015, statutory duties were placed on schools by the Counter-Terrorism and Security Act 2015, which means they must have due regard to the need to prevent people from being drawn into terrorism. The current Prevent duty guidance for England and Wales was issued on 7 September 2023 under section 29 of the Counter-Terrorism and Security Act 2015 and came into force on 31 December 2023, replacing the 2015 guidance.

The objectives of PREVENT are to:

- Tackle the ideological causes of terrorism
- Intervene early to support people susceptible to radicalisation
- Enable people who have already engaged in terrorism to disengage and rehabilitate

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 Stratford Girls' Grammar School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Students 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 (2026)
- Prevent Duty Guidance: England and Wales (2023)
- Working Together to Safeguard Children (2026)

Non-statutory Guidance

- The Prevent duty: safeguarding learners vulnerable to radicalisation (DfE, current guidance)
- Prevent duty risk assessment templates and self-assessment materials for schools.
- Promoting fundamental British values as part of SMSC in schools (DfE departmental advice, 2014; valid until amended or withdrawn).

Related Policies

- ICT: Acceptable Use Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Lettings' Policy
- Personal, Social and Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Vision and Values Policy
- Visitors policy
- Whistle-blowing Policy

Definitions

Extremism is 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. In line with current Prevent guidance, the school's response focuses on extremism where there is a reasonable link to terrorism, or where extremist ideology could draw people into terrorism.

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

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 people from being drawn into terrorism and that leaders have appropriate arrangements in place for Prevent risk assessment, staff training, referral procedures, curriculum provision, visiting speakers, lettings, filtering and monitoring, and oversight of any actions arising.

The governing body has a nominated person who will liaise with the Headteacher and Designated Safeguarding Lead about Prevent, including the school's Prevent risk assessment, training compliance, filtering and monitoring review, local risk information and any Prevent-related safeguarding themes.

• 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 Prevent as part of safeguarding, can recognise when a pupil may be susceptible to radicalisation, and know how to refer concerns promptly through the school's safeguarding procedures
- receive and record safeguarding concerns about children and young people who may be susceptible to radicalisation or may be being drawn into terrorism
- seek advice from the local authority Prevent lead, police Prevent team or other safeguarding partners where appropriate, and make Prevent referrals where concerns meet the relevant threshold
- maintain awareness of local Prevent risks, including through liaison with the local authority, safeguarding partners and police where appropriate

- contribute to the school's Prevent risk assessment and action plan, including review of staff training, curriculum provision, online safety, visiting speakers and lettings
- report to the governing body on Prevent arrangements, including assurance that actions from the risk assessment are being monitored.

• **Role of staff**

It is the role of staff to understand the issues of radicalisation, recognise indicators that a pupil may be susceptible to radicalisation, and know how to refer concerns. Staff should treat Prevent concerns as safeguarding concerns and follow the school's normal safeguarding reporting procedures without delay.

Curriculum

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others. In addition to the normal curriculum, centrally planned and resourced SMSC materials are delivered by tutors to all students (vertical tutor groups).

PSHE strands for both Years 7-11 and in Sixth Form further promote British values.

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 and other online platforms, to share their messages. The school maintains appropriate filtering and monitoring arrangements to reduce the risk of students accessing terrorist or extremist content, including content that may promote radicalising narratives, misinformation, disinformation or conspiracy theories.

We also filter out selected social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

The effectiveness of the school's filtering and monitoring arrangements will be reviewed at least once each academic year by the senior leader responsible for filtering and monitoring, with support from the Designated Safeguarding Lead and IT support. The review will be recorded and any actions monitored through safeguarding leadership and governance arrangements.

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 their mobile phones and staff are alert to the need for vigilance when students are using their phones.

The school will consider online risk as part of its wider Prevent risk assessment, including the risk of students encountering extremist or terrorist material through personal devices, social media, messaging platforms, gaming, artificial intelligence tools or other emerging technologies.

The Student and the Staff Use of ICT Policies refer to preventing radicalisation and related extremist content. Students and staff are asked to sign annually to confirm they have understood what is acceptable.

Students 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, recognise indicators of susceptibility to radicalisation and know how to refer concerns. This information also forms part of induction safeguarding training. Training will be proportionate to the school's local context and Prevent risk assessment. Staff with designated Prevent or safeguarding responsibilities will receive more detailed training, including on extremist and terrorist ideologies, to support advice to colleagues and informed referrals where necessary. Staff will be updated when local or national risks, guidance or school procedures change.

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 (2026)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

The school promotes broad and open values and tolerances which reflect society as a whole. We undertake due diligence to ensure that visiting speakers are appropriate. Visitors who are invited to speak to students will be informed about our preventing radicalisation policy and relevant vetting checks are undertaken if appropriate

Visitors to the school are also 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. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present (who will also intercede if appropriate to do so).

Staff must not invite speakers into school without first obtaining permission from the headteacher.

The Designated Safeguarding Lead will own the school's Prevent risk assessment, supported by senior leaders and the governor with safeguarding oversight. The risk assessment will be reviewed at least annually, and sooner if local or national risk, statutory guidance, school arrangements or safeguarding intelligence changes. It will take account of local risk, pupil age and phase, online risk, curriculum provision, staff training, visiting speakers, lettings, and referral arrangements. Any actions arising from the risk assessment will be monitored through the school's safeguarding leadership and governance arrangements.

'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.

Recognising susceptibility to radicalisation

There is no single profile of a person who may be susceptible to radicalisation, and indicators should always be considered in context. Staff should be alert to changes or patterns that may suggest a pupil is being exposed to extremist ideology or being drawn towards terrorism, including online. Possible indicators 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 identity or uncertainty about belonging
- 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 must refer any concern that a pupil may be susceptible to radicalisation or may be being drawn into terrorism to the Designated Safeguarding Lead using the school's usual safeguarding reporting procedures on Bromcom. Concerns should be recorded clearly and passed on promptly.

When there are significant concerns about a student, the Senior Designated Safeguarding Lead, in liaison with the headteacher where appropriate, will make a referral to the appropriate body. This may include seeking advice from the local authority Prevent lead, police Prevent team or making a Prevent referral for consideration by Channel. Channel is a voluntary, consent-based safeguarding programme that supports people who are susceptible to being drawn into terrorism.

Further guidance on recognising susceptibility to radicalisation

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

- There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- Students may become susceptible to radicalisation through a range of social, personal and environmental factors. Staff should avoid making assumptions based on a single characteristic or circumstance and should consider concerns in context, using a safeguarding, risk-based approach.
- Possible contextual factors may include:
 - a search for identity, belonging or purpose
 - isolation, family tensions, poor mental health or low self-esteem
 - experiences of discrimination, grievance, trauma or rejection
 - exposure to extremist narratives, including online, through social media, gaming, messaging platforms or other digital spaces
 - additional needs or communication difficulties that may affect a pupil’s ability to recognise grooming, manipulation or risk.
- This list is not exhaustive and should not be used as a checklist. It does not mean that a pupil experiencing one or more of these factors is at risk of radicalisation. Staff should record and share concerns with the Designated Safeguarding Lead so that the wider context can be considered.
- More significant indicators may include:
 - contact with extremist influencers, recruiters or networks
 - accessing, sharing or possessing terrorist or extremist material, including online
 - using extremist narratives to justify hatred, discrimination, violence or terrorism
 - expressing support for terrorist groups, acts of terrorism or violence in support of an ideology
 - seeking to join, promote or fund extremist or terrorist organisations.

Monitoring and Review

This policy will be monitored by the governing body at least annually through a report from the Senior Designated Safeguarding Lead. The report will provide assurance that the school continues to meet the Prevent duty and that arrangements remain proportionate to the school’s context and local risk.

Monitoring will include review of the Prevent risk assessment and any associated action plan, staff training and induction records, safeguarding records and referral patterns, local Prevent information, curriculum coverage, visiting speaker and lettings arrangements, and the annual review of filtering and monitoring.

The Designated Safeguarding Lead will ensure that actions arising from any Prevent review are recorded, allocated to an appropriate member of staff, given a timescale for completion and followed up through safeguarding leadership meetings. Significant issues will be escalated to the Headteacher and the governor with safeguarding oversight.

The policy and Prevent risk assessment will be reviewed annually, and sooner if there are changes to statutory guidance, local or national risk, safeguarding procedures, school systems, staffing responsibilities or relevant learning from a safeguarding concern, referral or incident.