Shropshire Hills Federation

Preventing Extremism and Radicalisation Policy

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Prevent Duty and Anti-Terrorism Risk Assessment

Reviewed by the governing body

October 2025

Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working at Shropshire Hills Federation recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

When operating this policy, Shropshire Hills Federation uses the following Governmental definition of extremism which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

This policy also uses the local definitions:

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, then participate in terrorist groups.

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.

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.

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. The full Government Prevent Strategy can be viewed at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent -strategy-review.pdf.

The revised Prevent Duty for England and Wales is also available here

Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk)

This policy draws on both statutory and non-statutory guidance:

Statutory Duties

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2025)
- Prevent Duty Guidance (2023)
- Working together to Safeguard Children (2023)

Non-statutory Guidance

- The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2023)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Local Guidance

- Shropshire Approach to the Prevent Duty (2023-2026)
- Preventing Terrorism in Shropshire — Shropshire Safeguarding Community Partnership

Other related policies within school include:
• Acceptable Use Policy (ICT) policy
• Behaviour Policy
• Child Protection and Safeguarding Policy
• Equality Policy
• Personal, Social and Health Education (PSHE) Policy
• Staff code of conduct Policy
• Code of conduct for visitors Policy
• Whistle-blowing Policy

Roles and responsibilities

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

Role of the Headteacher It is the headteacher's role to:

➢ Ensure that the schools and its staff respond to preventing radicalisation on a day-today basis
➢ Ensure that the school's curriculum addresses the issues involved in radicalisation
➢ Ensure that staff conduct is consistent with preventing radicalisation
➢ Report to the governing body on these matters

Role of Designated Safeguarding Lead It is the role of the safeguarding lead to:

➢ Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability of 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
➢ Making referrals to appropriate agencies with regard to concerns about radicalisation
➢ Liaise with partners, including the local authority and police
➢ Offer support and advice to staff

Role of staff
It is the role of staff to understand the issues of radicalisation, are able to recognise signs of vulnerability or radicalisation and know to refer concerns to the designated lead promptly.

Curriculum and teaching approaches
We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience may make it harder for them to challenge or question these radical influences. In our school this will be achieved primarily through PSHE, RE and Collective Worship & assemblies.

We will be flexible to adapt our teaching approaches, as appropriate, so as to address specific issues as to become even more relevant to the current issues of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

• Citizenship programmes

• Open discussion and debate

• Work on anti-violence and restorative approach addressed through the curriculum and the behaviour policy

At Shropshire Hills Federation, we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or not faith. It is indeed our most fundamental responsibility to keep out students safe and prepare them for life in modern multi-cultural Britain and globally.

IT

At Shropshire Hills Federation we will ensure that children are safe from terrorist and extremist material when accessing the internet in school by having secure filters which will block inappropriate content. Internet use is monitored daily by the DSL and SBM via Senso, ensuring that any concerns can be acted upon quickly. Pupils and staff are aware of the procedures in school for reporting any concerns relating to inappropriate content found on the internet. Pupils and staff are asked to sign the Acceptable Use Policy (AUP) to confirm that they understand what is acceptable.

Staff training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism as set out in Appendix 1. All staff have completed the Prevent Duty Awareness training and will be refreshed every two years. With DSLs and DDSLs competing the Prevent Referrals training.

Working in partnership

We will work in partnership with local partners, families and communities in our efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty. Shropshire Hills Federation will engage effectively with parents/families to assist and advise of support mechanisms if concern is raised. The school will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Children Board.

Use of external agencies and speakers

At Shropshire Hills Federation we encourage the use of external agencies or speakers to enrich the experiences of our pupils. We will ensure that any visitor coming into the school has been ‘checked’ appropriately in accordance with Keeping Children Safe in Education. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the schools values and ethos.

Referral process

If a member of staff has a concern about a particular pupil/s they should follow the school’s normal safeguarding procedures, including discussing with the school’s designated safeguarding lead as set out in the Child Protection/safeguarding policy.

The designated lead should contact:

National Police Prevent Advice Line: 0800 011 3764
If you feel it is an emergency dial 999

Local Policing Team:
PC Stuart Coote 07814 081729
PCSO Shaun Culliss 07811 752207
PCSO Calvin Brown 07970 543854

To make a referral complete a referral form here

Monitoring and review

This policy will be reviewed annually by the Governing body but may need to be adapted as and when new guidance or policy is released. Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website. The Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

Appendix 1

Recognising the indicators of vulnerability to radicalisation

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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student/pupil distanced from their cultural/religious heritage and

  experiences discomfort about their place in society.

- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal circumstances – migration; local community tensions; and events affecting the student/pupils country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;

- Special educational needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or

  personal crisis.

Prevent Duty Risk Assessment

The UK Government have classified the risk of terrorism in the UK as ‘Severe’ However, currently Shropshire is considered a low risk area.

Compliance Requirements	High	Low	Any action required
The risk to our pupils of being drawn into terrorism has been assessed and is considered to be:		x	
The risk to our pupils of being radicalised and supporting terrorism has been assessed and is considered to be:		x	Remain vigilant and aware of triggers e.g. feeling disempowered, frustrated.
Training Requirements	**Yes**	**No**	**Any action required**
Have all staff been trained to understand the Prevent duty?	x		Check everyone's prevent training. Retraining taking place
Has the role of the Designated lead for child protection been extended to lead on inter-agency liaison in respect of the Prevent duty?	x		
Do all your staff know who to refer to in respect of a child being at risk of radicalisation and extremism?	x		CM to check and update staff during staff meetings.
School Policies	**Yes**	**No**	**Any action required**
Does the Child Protection Policy refer to the new duty of the Designated lead and the Prevent guidance?	x		
Does the E-Safety Policy refer to the requirements of the Prevent guidance?	x		
Has your school got a clear statement about the Prevent duty on your website and in the prospectus?	x		
Does the school have clear guidance on the use of prayer rooms for faith related activity?		x	Not currently needed but guidance will be sought as and when necessary. Head to consider this and liaise with governors.
Does the school have clear guidance for visitors including faith related visiting speakers?		x	Not specific guidance for faith related visitors -
British Values	**Yes**	**No**	**Any action required**
Has the school got a clear strategy for embedding these values and be able to demonstrate how their work with pupils has been effective in doing so?	x		
Our pupils have an understanding of how citizens can influence decision-making through the democratic process.	x		
Our pupils have an understanding that the freedom to hold other faiths and beliefs is protected in law		x	Leads for PSHE and RSE to ensure this is embedded in curriculum as part of subject monitoring role.
Our pupils have an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	x		
Our pupils have an understanding of the importance of identifying and combatting discrimination	x		

Does the school ensure all pupils have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils?	**x**		Ensure everyone has a voice through the work of the School Council
Does the school include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries?	**x**		
Does the school use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view?		**x**	To be considered and planned for in the future.
Does the school use extra-curricular activity, including any run directly by pupils, in promoting fundamental British values?		**x**	To be considered and facilitated as appropriate.