STRATEGY FOR PREVENTING EXTREMISM (INCLUDING EYFS)

School update	
Responsible for review of policy	Deputy Head Pastoral
Last school update	June 2025
Governor Sub-Committee approval	
Sub Committee to review and approve	Pastoral
Review Period	Annual
Last Sub-Committee review date	28 January 2025
Scheduled review	January 2026
Next Sub-Committee Review	January 2026
Related policies	Safeguarding Policy I & II Safeguarding Guidance for Staff Digital Policy Whistleblowing Policy Visitor and Visiting Speaker Policy Guidance on Teaching Political Issues

Uploaded to Staff Shared	June 2025
Uploaded to Website	June 2025

National Police Prevent Advice Line	0800 011 3764
Emergency Services	999

1. POLICY STATEMENT

1.1 As part of our Safeguarding duties outlined in our Safeguarding policy, the School has a duty to ensure that all is done to ensure that pupils are not radicalised by extremist organisations. Schools have a statutory responsibility to follow and fulfil the Prevent Duty Guidance 2023.

1.2 The School builds resilience against extremism and radicalisation by fostering an inclusive ethos and offering a values-based education and broad and balanced curriculum.

1.3 The School provides a safe space for pupils to debate controversial issues and develop the critical thinking skills and knowledge they need to enable them to challenge extremist points of view.

1.4 This strategy forms part of the suite of safeguarding policies and demonstrates the School's commitment to protect pupils from extremism and radicalisation as they are protected from other sources of harm; such policies and procedures are regularly reviewed.

1.5 This strategy sets out how staff might identify behaviour of concern and how to refer pupils who may be at risk of radicalisation for appropriate support.

1.6 This policy applies to all pupils whether under or over the age of 18 and includes adult pupils aged 19+ years.

2. DEFINITIONS

Hate Crime: crime motivated by prejudice on the basis of ethnicity, religion, sexual orientation, transgender identity or disability.

Ideology: system of ideas and ideals.

Radicalisation: action or process of causing someone to adopt radical positions on political or social issues.

Terrorism: unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.

Extremism: The holding of extreme political or religious views; fanaticism;

3. CONTEXT

3.1 Extremist organisations of any kind can develop and popularise ideas which create an environment conducive to violent extremism and terrorism. Legal protest groups are not part of this remit.

3.2 The School recognises that young people can be exposed to extremist influences or prejudiced views, particularly via the internet and other social media but also in their immediate spheres of influence: parents, peers, wider community:

3.2.1 Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with British law and values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the

relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

3.4   WHY IS IT IMPORTANT FOR SCHOOLS TO DISCUSS EXTREMISM?

3.4.1 Education can be a powerful tool, equipping young people with the knowledge, skills and ability to think for themselves; to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

3.4.2 Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

3.4.3 RMS plays a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way and facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.

3.4.4 Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of their safeguarding responsibilities.

4.   THE APPROACH TO PREVENTING EXTREMISM AT RMS

Currently there is no specific or identifiable terrorist threat at the RMS but it is important to raise awareness of the Prevent agenda and avoid complacency.

4.1   The School strives to prevent radicalisation in pupils by:
- raising awareness
- providing information
- enabling learners to make a positive contribution
- safeguarding young people
- addressing concerns promptly with appropriate communication
- having designated members of staff with oversight of Diversity, Equality and Inclusivity

4.1.2 Values underpin the ethos of the School and offer positive reinforcement in preventing extremism. The RMS shared values are developed, understood and shared at all levels in the School, including governors, Senior Leadership Team and all staff and then made explicit to pupils, parents and the community served by the School.

4.1.3 Effectively tackling controversial issues can help learners challenge the perceptions and misconceptions of their own and others'. To do this classroom practices include:
- developing questioning techniques to open up safe debate
- exploring and promoting diversity and shared values between and within communities e.g. RS curriculum
- building confidence to promote honesty about a plurality of views
- ensuring freedom of expression and freedom from threat
- consistently reviewing the curriculum, pupil participation and safeguarding processes,
- developing critical thinking skills
- debating fundamental moral and human rights principles
- promoting open respectful dialogue and affirming multiple identities.
- challenging all prejudices including sexism, ageism, Islamophobia, anti-Semitism e.g. by keeping records of racist incidents, visiting speakers
- supporting those at risk of being isolated e.g pastoral intervention, school counsellor
- to build ties with all local communities, seeking opportunities for linking with other schools e.g. local school partnerships
- using anti-bullying strategies to minimise hate and prejudice based bullying
- using restorative approaches to repair harm caused e.g. pupil records

- working with police officers and Local Authority 'Prevent' staff to deliver training to staff and pupils
- facilitating internet safety with Childnet, local police and inviting teachers, parents to training sessions e.g. information evenings
- working with other agencies through safeguarding processes, such as CHANNEL, suitable for young people who are thought to be vulnerable to radicalisation
- developing positive relationships with the wider community.
- not shutting down concerning comments but discussing appropriateness. Shutting down conversations can lead to radicalisation being exacerbated.

4.2   Recognising children at risk of radicalisation

4.2.1 Radicalisation does not happen overnight; it is a gradual process that happens over time. This makes it possible to intervene to steer vulnerable people away from being drawn into terrorist-related activities.

4.2.2 Staff are trained to identify patterns of behaviour that show whether a person is engaged in an ideology, is intent on causing harm or capable of committing violent acts whether to themselves or others.

4.2.3 Staff are trained to understand that engagement factors are sometimes referred to as psychological hooks. These could include the needs of a person, their susceptibilities, their motivations and influences. Individually these Engagement factors may not have a negative influence, but together these could indicate that this person could be drawn into terrorism. Engagement factors could also include:
- growing social isolation
- feelings of grievance and injustice
- cutting off from former friendship groups, change of dress
- feeling under threat
- change of social activities to a narrow focus
- a need for identity, meaning and belonging
- greater time spent online
- a desire for status
- a desire for excitement and adventure
- a need to dominate and control others
- a refusal to listen to other viewpoints
- a refusal to engage with pupils who they may consider different
- becoming overly argumentative and/or abusive
- a desire for political or moral change
- family or friends involvement in extremism
- mental health issues or other vulnerabilities
- development of 'Them and Us' thinking and dehumanising perceived 'enemy' by using derogatory terms

4.2.4 Staff understand that not all those who have the intent to cause harm because they are engaged by an ideology, cause or group are capable of carrying out such acts of violence. Staff understand that to have the capability to cause harm requires skills, resources and networks to be successful and that is why schools need to be vigilant in relation to educating young people about the dangers of social media.

5.   PROCEDURES

An appropriate reporting and referral process is in place and referrals are being managed effectively to refer any child/ren at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes using the following list of contacts:

- Steve Ashton Prevent Inspector Cambridgeshire & Hertfordshire, Beds, Herts and Cambs Prevent Team , 01480 422596or 07740 918579, prevent@herts.pnn.police.uk.
- HCC Prevent Programme Manager at sophie.lawrence@hertfordshire.gov.uk

☐ Clare Lightfoot, Detective Sergeant, Counter Terrorism Policing Eastern Region 07894 601221

☐ Targeted Advice Service 01438 737511

☐ Anti-terrorist hotline: 0800 789321

The Local Authority Designated Officer (LADO) for dealing with all CP concerns.

Local Authority Designated Officer LADO.Referral@hertfordshire.gov.uk

5.1   In addition to DBS checks we 'open source' check organisations to ensure any guest speakers engage with and allow a dialogue of questioning with our audience.

5.2   Staff are aware of the risks to children and young people of being radicalised and training is regularly updated.

5.3   Staff have received online training and certification.

5.4   Staff and governors are made aware of how to identify and respond to risks to children from extreme or radical views.

Appendix 1

Further Guidance for Staff on the Prevent Strategy and Visitors

All staff are under an obligation to be alert to the possible radicalisation of our pupils. Part of this is to undertake checks relating to external speakers.

When booking an external speaker please follow the procedure below.

Working with outside visitors

At RMS, all community based agencies who visit to provide curriculum support are made aware of our expectations.

We expect visiting speakers to:
● be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon students in any way
● be familiar with the School's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the School
● seek to use engaging teaching and learning methods which involve the students actively and communicate at appropriate levels for the age group concerned
● make clear to the students who they are, who they represent and what their aim and objective are
● communicate with students using an open and non-judgemental approach, avoiding any hidden agenda to influence

Prior to agencies attending the School, relevant staff must ensure that:
● checks have been made with Herts Police if there are any concerns
● their input is integrated within a planned programme
● appropriate planning sheets/lesson plans have been produced if required
● school/class background information has been issued
● resources have been checked for suitability
● date and times have been confirmed in writing
● an evaluation process has been agreed
● complete and date the online Visiting Speaker Register

British Values in Life Skills at RMS

The Life Skills programme uses learning activities that put British Values into action. The very nature of the subject, the promotion of skills and knowledge for living in the wider world, results in discussions that point to both positive individual value systems and tolerance of the practices and beliefs of others. Students use directed learning activities such as debate, discussion, role play and group work to promote Mutual Respect and Rule of Law.

Democracy: Voting on competitions and individual speeches, for example, allow students to see how group decisions are taken and how individuals influence group responses.

The Rule of Law: Through class contracts, students accept responsibility for their behaviour, show initiative and understand how they can positively contribute to those around them.

Individual Liberty: Students are given opportunities to make choices on individual pieces of written, project work or within group activities. Students are given opportunities to take part in student led activities, share personal viewpoints and explore personal responses to scenarios.

Mutual Respect: Collaboration is a key skill which is directly modelled and supported within discussion work. A number of opportunities are given through all key stages for students to present their research and opinions to the whole class, individually or in groups. In discussion the skills which are promoted include the right of an individual to express their own opinion and for others to listen and respond with consideration.

Tolerance of those of Different Faiths and Beliefs: Units cover a range of topics around liberty and respect including human rights, cultural expectations and differences, attitudes to disability and social exclusion, gender and sexuality issues, relationships, attitudes to conflict and racial, cultural or religious issues. Lesson objectives specifically aim to equip students to treat others with respect and tolerance, regardless of background.

How British Values are communicated in each Year Group

Students are introduced to British Values in **Year 7** during their citizenship lessons. There are four 45-minute lessons in which students explore the rights and responsibilities of being a part of their school, their community, the United Kingdom and the World. One lesson allows the students to explore human rights topics specifically relevant to females: forced marriages, female genital mutilation, education for women, and 'designer' babies. Students also explore ethical issues surrounding animal rights and participate in debates on these topics to gain awareness of democratic processes. Students has learn about respect and tolerance in a 'Identity and Diversity' lesson in the Relationships topic.

In **Year 8**, students have two 45 minute lessons on 'The Law and Young People' in which they learn about ages of consent and youth crime. The focus is on rule of law and individual liberty and how these values protect both the community and the individual. Additionally, 2 45-minute lessons on Internet Safety cover areas of Individual Liberty and Mutual Respect.

In **Year 9** students have four 45 minute lessons on the process of government. The focus is on democracy, rule of law and individual liberty as it relates to UK citizens. Students learn about local and national government and how they can have a voice in the decisions that impact their future. Four additional lessons cover on-line behaviours and Safety including Mutual Respect, The Rule of Law and Individual Liberty.

Having learnt about roles, responsibilities and process, in **Year 10** the focus shifts from external systems to personal application of respect and tolerance. Students have five 45-minute lessons on human rights issues in which they are encouraged to explore issues and begin to arrive at a personal viewpoint. Discussion, debate and reflection activities promote awareness that individual views on controversial issues should be respected.

In **Year 11**, students explore the Law and Ethics for five 45-minute sessions. They look at the process of law, employment law, discrimination and the law and the law and human rights issues such as abortion, euthanasia, capital punishment, arranged marriages and animal experimentation. In their Economic Capability lessons they look at the morality of money including the Rule of Law and Individual Liberty.