



GREATFIELDS SCHOOL

Preventing Extremism and Radicalisation Policy

SLT member with responsibility:

Approved by SLT:

Date: September 2026

Approved by Local Governing Board:

Date:

Next Review Date: September 2027



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1. Introduction

Greatfields School is committed to providing a secure environment for students, where young people feel safe and are kept safe. All adults at Greatfields School recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake or whether their role has direct contact or responsibility for young people or not.

This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all young people in line with our statutory duties.

Greatfields School recognises that safeguarding includes protecting children from radicalisation and exposure to extremist ideologies. Radicalisation is a safeguarding concern and may place children at risk of being drawn into terrorism. The school will fulfil its duties under the Counter-Terrorism and Security Act 2015 and the Prevent Duty as part of its wider safeguarding responsibilities.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- Staff Code of Conduct
- Whistleblowing Policy

All concerns relating to extremism, radicalisation or terrorism will be managed in accordance with the school's safeguarding procedures and Keeping Children Safe in Education (KCSIE) 2026.

2. School Ethos and Practice

When operating this policy, Greatfields School uses the following accepted Government definition of extremism:





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“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.”

There is no place for extremist views of any kind in our school, whether from internal sources, including students, staff or governors, or from external sources, including members of the community, external agencies or individuals.

Our students see our school as a safe place where they can explore controversial issues safely and where teachers encourage and facilitate discussion. We have a duty to ensure that this remains the case.

As a school, we recognise that exposure to extremism and radicalisation can negatively affect young people and should therefore be addressed as a safeguarding concern. We also recognise that failing to challenge extremist views leaves children vulnerable and unprotected.

Greatfields School recognises that extremist ideologies can emerge from a variety of political, religious, ideological or single-issue beliefs. We also acknowledge that young people may become vulnerable to radicalisation both online and offline. Radicalisation can occur through social media platforms, video-sharing sites, gaming environments, websites, forums, messaging applications, peer groups and individuals seeking to exploit vulnerabilities.

Extremists of all persuasions seek to create division, fear and mistrust between communities. Education is a powerful means of countering this through equipping young people with knowledge, critical thinking skills and the confidence to challenge extremist narratives.

Therefore, Greatfields School will provide a broad and balanced curriculum that enables students to:

- Understand and appreciate diversity;
- Develop tolerance and mutual respect;
- Feel valued and included;
- Develop resilience and critical thinking skills;
- Thrive academically, socially and emotionally.





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Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and, where appropriate, dealt with in line with the school's Behaviour Policy and Staff Code of Conduct.

As part of wider safeguarding responsibilities, staff will remain alert to:

- Disclosures relating to extremist views, materials or influences;
- Exposure to extremist content online;
- Fixation on political, religious or ideological grievances;
- Sudden changes in behaviour, appearance, language or friendship groups;
- Increased secrecy regarding online activities;
- Use of extremist, hateful or discriminatory language;
- Racist, antisemitic, anti-Muslim, misogynistic or other hate-based narratives;
- Conspiracy theories which encourage hostility, violence or intolerance;
- Attempts to justify violence to achieve ideological aims;
- Intolerance of difference, including differences related to religion, race, disability, culture, sex, gender identity or sexual orientation;
- Attempts to recruit or influence others towards extremist viewpoints;
- Concerns raised by parents, carers, schools, partner agencies or community organisations.

Where concerns suggest that a student may be vulnerable to radicalisation, these concerns will be reported immediately to the Designated Safeguarding Lead (DSL). Following assessment, the DSL may seek advice from the Local Authority Prevent Team, Police Prevent Team or make a referral to Prevent or Channel where appropriate

3. Teaching Approaches

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated, vulnerable or disempowered.





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Through effective teaching and positive relationships, we will ensure that our students develop resilience, confidence and a strong sense of belonging. The school will adopt teaching approaches informed by current safeguarding guidance, Prevent Duty requirements, online safety education and citizenship education.

We will ensure that all teaching approaches help students build resilience to extremism and develop a positive sense of identity through the promotion of:

- Critical thinking;
- Media literacy;
- Emotional wellbeing;
- Respectful debate;
- Understanding of diversity.

The curriculum will support students to:

- Identify misinformation, disinformation and propaganda;
- Critically evaluate information sources;
- Recognise online manipulation and exploitation techniques;
- Understand the risks associated with online radicalisation;
- Challenge stereotypes and discriminatory beliefs;
- Engage in respectful discussion and debate.

This approach will be embedded within the ethos of the school so that students understand what safe and acceptable behaviour looks like within a democratic society.

This work will operate alongside the school's approach to Spiritual, Moral, Social and Cultural (SMSC) development and the promotion of British Values.

Our goal is to build mutual respect and understanding and to promote dialogue as a constructive means of resolving disagreement.

This will be achieved through:



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- PSHE and RSHE programmes;
- Citizenship and British Values education;
- Open discussion and classroom debate;
- Online safety education;
- Restorative approaches to behaviour management;
- Focused educational programmes addressing discrimination, prejudice and hate.

We will also work with local partners, families and communities to broaden students' experiences and support individuals who may be vulnerable to extremist influences.

Where a student is believed to be vulnerable to radicalisation or extremist influences, the school may provide pastoral support, mentoring, early help intervention and seek support from appropriate external agencies.

At Greatfields School we actively promote:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect;
- Tolerance of different faiths and beliefs.

These values help prepare students for life in modern Britain and a diverse global society.

4. Use of External Agencies and Speakers

Greatfields School welcomes the use of external agencies and speakers to enrich the experiences of students.

All external agencies, individuals and speakers engaged by the school will be appropriately vetted before being invited to work with students.

Prior to any visit, an appropriate risk assessment will be undertaken to ensure that:



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- Content is suitable and age-appropriate;
- Activities align with the school's values and safeguarding responsibilities;
- There is no risk of extremist influence;
- Appropriate supervision arrangements are in place.

The school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Messages communicated are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Messages do not glorify criminal activity, hate crime, violence or extremism;
- Activities do not seek to radicalise students through extreme or narrow ideological viewpoints;
- Activities are appropriately planned and linked to curriculum objectives;
- Activities meet the needs of students;
- Activities are evaluated for effectiveness.

External speakers will be appropriately supervised throughout their visit.

Any concerns arising from an external presentation or activity will be reported immediately to the DSL.

The school recognises the importance of exposing students to a range of viewpoints and perspectives appropriate to their age and understanding. Through delivering a broad and balanced curriculum and carefully selected external contributions, students will develop the critical thinking skills necessary to participate effectively in informed debate.

5. Whistle Blowing

Where there are concerns regarding extremism, radicalisation, terrorism risk, inappropriate external speakers or failure to follow safeguarding procedures, students, staff, volunteers and governors are encouraged to make use of the school's whistleblowing procedures.

Concerns should be reported immediately to the Headteacher.



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Where concerns relate to the Headteacher, the matter should be reported directly to the Chair of Governors.

All concerns will be taken seriously and managed in accordance with safeguarding procedures.

6. Safeguarding

Please refer to the school's Safeguarding and Child Protection Policy for the full procedural framework relating to safeguarding and child protection duties.

Radicalisation is a safeguarding issue and should be managed through existing safeguarding procedures.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads will maintain an awareness of local Prevent arrangements, referral pathways and available support services.

Concerns regarding radicalisation will be:

- Recorded appropriately;
- Risk assessed proportionately;
- Managed through safeguarding procedures;
- Escalated where necessary.

The school may seek support from:

- Children's Social Care;
- Early Help Services;
- The Local Authority Prevent Team;
- Police Prevent Teams;
- The Channel process;
- Other appropriate safeguarding agencies.

Information sharing will be undertaken in line with safeguarding legislation, data protection requirements and local safeguarding partnership procedures.





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All adults working within Greatfields School, including staff, volunteers, contractors, visitors and students on placement, must report concerns immediately to the Designated Safeguarding Lead.

7. Role of Governing Body

The Governing Body will undertake appropriate training to ensure it is clear about its role and responsibilities, including statutory safeguarding duties.

The Governing Body will support the ethos and values of the school and will actively support the school in tackling extremism and radicalisation.

In line with Keeping Children Safe in Education 2026, the Governing Body will challenge and support the school's senior leadership team in relation to the implementation and effectiveness of safeguarding arrangements, including the Prevent Duty.

The Governing Body will:

- Monitor the effectiveness of this policy;
- Ensure safeguarding arrangements remain effective;
- Seek assurance that staff receive appropriate safeguarding and Prevent training;
- Ensure statutory guidance is reflected within school policies and procedures;
- Review relevant safeguarding information relating to local and national risks;
- Promote a culture of vigilance and safeguarding throughout the school.

This policy will be reviewed annually or sooner if there are significant legislative, safeguarding or organisational changes.

