



Shropshire Gateway Educational Trust

Preventing Extremism and Radicalisation Policy

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Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working in the Shropshire Gateway Educational Trust 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, the Shropshire Gateway Educational Trust 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'.

It is important to understand the relationship between extremism and terrorism:

"Preventing people becoming terrorists or supporting terrorism requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups"

(Radicalisation and Extremism definitions taken from Home Office Prevent Duty Guidance (2021) Glossary of terms (radicalisation) and paragraph 7 (extremism), paragraph 8 (relationship between extremism and terrorism). Prevent is part of [Contest](#), the government's strategy to address terrorism. Channel is the name for the national process of identifying and referring a person for early intervention and support - the word refers to channelling a person through the process.

The overall aim of our counter-terrorism strategy, [CONTEST](#), is to reduce the risk from terrorism to the UK, its citizens and interests overseas, so that people can go about their lives freely and with confidence.

Prevent remains one of the key pillars of CONTEST, alongside the other three 'P' work strands:

Prevent: to stop people becoming terrorists or supporting terrorism

- Pursue: to stop terrorist attacks
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack

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

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

Statutory Duties

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2023
- [Prevent Duty Guidance](#) – updated 2023

- Working together to Safeguard Children 2018

Non-statutory Guidance

- [The Prevent Duty: Departmental advice for schools and childcare providers](#)
- [Managing the risk of radicalisation](#)

Other related policies within school

- Acceptable Use Policy (ICT)
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Personal, Social and Health Education (PSHE) Policy
- Staff code of conduct/ staff behaviour Policy
- Teaching and Learning Policy
- Visitors Policy
- Whistle-blowing Policy

At the Shropshire Gateway Educational Trust, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

1 Roles and responsibilities

1.1 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.

1.2 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-to-day 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

1.3 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

1.4 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.

1.5 Curriculum and teaching approaches

We will ensure that all of our teaching approaches helps 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 schools this will be achieved primarily through PSHE.

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 the Shropshire Gateway Educational Trust 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 our students safe and prepare them for life in modern multi-cultural Britain and globally.

1.6 IT

At the Shropshire Gateway Educational Trust, 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.

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) annually to confirm that they understand what is acceptable.

1.7 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. All staff have received

appropriate training and are aware of the signs of vulnerability and indicators of radicalisation and extremism as set out in Appendix 1.

The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel. Staff at the Shropshire Gateway Educational Trust have completed this and for those staff that are new in post will as part of their induction complete this at:

<https://www.elearning.prevent.homeoffice.gov.uk/screen2>

It is recommended that this training is renewed every three years.

As well as ensuring that staff are appropriately trained, Shropshire Gateway Educational Trust conducts an annual risk assessment to build an understanding of risks and manage risks accordingly. The [Managing Risk of radicalisation](#) in your setting document supports schools in identifying low, medium and high risks as part of its risk assessment framework. DSLs and Headteachers across the schools should be familiar with this document and the accompanying SGET risk assessment.

1.8 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.

The Shropshire Gateway Educational Trust 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.](#)

1.9 Use of external agencies and speakers

At the Shropshire Gateway Educational Trust, 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 2024. 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.

2.0 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.

Up to date support material, including a National referral form and related documents and links can be found at:

[Preventing Terrorism in Shropshire — Shropshire Safeguarding Community Partnership](#)

The designated lead should contact [West Mercia Prevent Team](#)

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G	Growing Together
E	Enabling Excellence
T	Trusted



For members of the public who have concerns about someone being radicalised into terrorism or supporting terrorism, the [ACT Early](#) website offers advice and guidance, including signs of radicalisation to look out for, case studies and information on how to share those concerns.

Shropshire Gateway Educational Trust may need to share information about people to ensure, for example, that a person at risk of radicalisation is given appropriate support, such as on the Channel programme. When sharing personal data, the Trust must comply with the requirements of data protection legislation as it applies to them. It is important to remember that data protection legislation is not intended to prevent the sharing of personal data, but to ensure that it is done lawfully and with appropriate safeguards in place.

3.0 Monitoring and review

This policy will be reviewed annually by the SGET Board 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/pupil’s 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.